

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.1
DATE: April 18, 2008

ACTION REQUESTED: Ratify Minor Curriculum Revisions

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- California State University Sacramento Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- California State University Stanislaus Baccalaureate Degree Nursing Program
- Dominican University of California Baccalaureate Degree Nursing Program
- Sonoma State University Entry Level Master's Degree Nursing Program
- American River College Associate Degree Nursing Program
- Butte College Associate Degree Nursing Program
- Chabot College Associate Degree Nursing Program
- Merced College Associate Degree Nursing Program
- Ohlone College Associate Degree Nursing Program
- Sacramento City College Associate Degree Nursing Program
- Shasta College Associate Degree Nursing Program
- Unitek College LVN to RN Associate Degree Nursing Program

Progress Report:

- American University of Health Sciences Baccalaureate Degree Nursing Program
- Azusa Pacific University Baccalaureate Degree Nursing Program

NEXT STEP: Notify programs of Board action.

FISCAL IMPLICATION(S), IF ANY: None

PERSON(S) TO CONTACT: Miyo Minato, MN, RN
Nursing Education Consultant
(626) 575-7080

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: March 20, 2008

SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
California State University, Sacramento, Baccalaureate Degree and Entry Level Master's Degree Nursing Programs	K. Daugherty, NEC	2/13/08	<p>Effective Fall 2008, in the generic BSN option return to a four semesters (CRL & degree) curricula by combining the currently approved fourth and fifth semester courses into the fourth and final semester of the program. This change is being proposed based on student and faculty evaluative feedback, December 2007 interim visit findings, and the fact that most students have completed the other required degree courses prior to entering the nursing major.</p> <p>In all program tracks(generic BSN, accelerated BSN, ELM), decrease the final senior nursing practicum (N156) from 3 to 2 units and reduce the total other degree/graduation general education requirements by 3 units. CRL in all degree options remains unchanged at 80 units.</p>
California State University, Stanislaus, Baccalaureate Degree Nursing Program	K. Weinkam, NEC	9/19/07	<p>NURS 2820 Basic Skills in Nursing will be reduced one unit to 3 units and be classified as a laboratory course. NURS 2840 Pharmacology and Nutrition (3 units) will be divided into two, 2-unit courses: NURS 2850 Introduction to Pharmacology and Nutrition and NURS 2860 Pharmacology in Nursing to be taken in successive semesters in the first year of the nursing courses. Total program units remain 87 with an additional 40-41 required for the B.S. degree.</p>
Dominican University of California Baccalaureate Degree Nursing Program	K. Daugherty, NEC	2/25/08	<p>Effective Fall 2008, change the LVN 30 unit option requirements by requiring students in this track to take N 4119, the existing one unit Senior Synthesis course, and a 5 instead of 6 units N4200X advance med-surg/leadership/mgmt course. The approved generic BSN CRL and degree requirements will be unchanged.</p>
Sonoma State University Entry Level Master's Degree Nursing Program	K. Daugherty, NEC	2/13/08	<p>Include 4 units of statistics (Math 165 or the equivalent) as part of the other degree (30 units) and total units for graduation (100 units). CRL remains unchanged (70 units).</p>

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
American River College Associate Degree Nursing Program	K. Daugherty, NEC	12/17/07	Implement a 72 hours clinical preceptorship component in the existing N430 course, Mgmt. of Multiple Patients and Medical Surgical Nursing IV at the end of the Spring 2008 semester. N430 course units, the program's CRL and other degree requirements will remain unchanged.
Butte College Associate Degree Nursing Program	K. Daugherty, NEC	2/14/08	Effective January 2009, strengthen the existing LVN to RN transition program track (N 64 1.5 units) by adding a second transition course of 2.5 units (N65) to the CRL. This course is designed to reduce the significant level of remediation currently being required for advanced placement LVNs to successfully transition into the third semester of the program. N65 will include 2 units of nursing theory, 0.5 units of clinical lab and content in physical assessment, clinical decision making, IV medication administration and use of the nursing process at the RN level. Total CRL units will increase from 66 to 68.5 units and thus, increase the total degree units by 2.5 units.
Chabot College Associate Degree Nursing Program	K. Daugherty, NEC	1/30/08	<p>Delete the existing N57 Legal Aspects course (0.5 units) and integrate the legal aspects course content of N57 into the nursing core courses. Add 0.5 units of clinical to N58 Adult Health I. Total CRL and degree units remain unchanged.</p> <p>For the LVN to RN program track, add 0.5 units of clinical nursing content (N70L) to this program option for purposes of familiarizing the LVN with selected content from first year RN courses, Adult Health I & II. Delete the existing N57 Legal Aspects course (0.5 units) and integrate N57 content into the core LVN to RN nursing courses. Total CRL and degree units remain unchanged.</p>

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
Merced College Associate Degree Nursing Program	K. Daugherty, NEC	1/27/08	Implement a change in the methods of delivering nursing theory instruction in all four Pharmacology courses (REGN 16, 26, 36, 46) by using a combination of traditional classroom instruction and online delivery. The combination of methods will vary from courses to course depending on content level, learning activities/outcomes, instructor preference and student learning needs. Other nursing theory courses will continue to be delivered in the traditional classroom format. CRL and other degree requirements will be unchanged.
Ohlone College Associate Degree Nursing Program	K. Daugherty, NEC	12/31/07	RN program will be relocating to the Newark campus site effective January 29, 2008. The move provides two classrooms, a nursing skills lab and one human simulation lab built to program specifications in addition to faculty offices. Phone numbers, website and e-mail contacts remain unchanged. Program is now located at the Newark Center for Health Sciences and Technology, Health Sciences and Academic Affairs Division, 39399 Cherry Street, Newark, CA 94560
Sacramento City College Associate Degree Nursing Program	K. Daugherty, NEC	12/15/08	Implement a 36-72 hours preceptorship experience as part of the final (324 clinical hours) medical-surgical course (N435) beginning in the latter part of Spring 2008. There will be no change in N435 course units, CRL or degree units.
Shasta College Associate Degree Nursing Program	K. Daugherty, NEC	12/31/07	Effective in April 2008, implement a 108 hours clinical preceptorship as part of the final Medical-Surgical/Community Health/Mental Health course REGN34/34X. Students will be required to pass the preceptorship component of the course to pass REGN 34/34X. Course units, CRL and other degree requirements will be unchanged. The program has also relocated to the Health Sciences and University Program Center in downtown Redding. The new 37, 000 square foot facility provides three general classrooms, three nursing skills labs, a learning resource center, and individual faculty and staff offices. The center is located at 1400 Market Street, Redding, CA, 96001

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
Unitek College LVN to RN Associate Degree Nursing Program	J. Wakerly, NEC	2/4/08	The program is moving RNSG 300 Orientation to Registered Nursing the Transition from LVN to RN course out of the first semester and making it a stand alone course. RNSG 300 increased to 3.5 units, 3 units theory and 0.5 units of clinical. Previously RNSG 300 was 3 units theory and 0.3 units of clinical. The content of RNSG 300 includes medical-surgical, peds, ob/gyn, geri, and pharm. The clinical portion is now 27 hours, rather than 16 hours. The clinical hours are used to check, review and sign off all the skills which as LVNs they are licensed to perform. The LVN to RN program will continue to administer the A.T.I. Comprehensive NCLEX-PN exam is utilized at the end of the RNSG 300

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY	DATE APPROVED	PROGRESS REPORT
American University of Health Sciences Baccalaureate Degree Nursing Program	M. Minato, NEC	01/31/08	NEC made an Interim Visit on 1/30/08 as first year follow up to the initial admission of cohort of students to this new BSN program that started in January 2007. Program admitted 13 students in January 2007 into their third quarter. A second cohort of 24 students was admitted September 2007. This NEC met with 32 students. Students were satisfied with the program thus far and reported their faculty being helpful and available. They did not raise any concerns with classes or clinical experiences. Resources are being added as classes advance. The program is using two clinical facilities and has six additional facilities for their future classes. The program is experiencing difficulty hiring FT faculty. There are adequate numbers of faculty, but they are PT. The program plans to admit 24 more students in Spring 2009. Concerns related to full time faculty and adequate clinical placements for the proposed number of students were addressed. Program will submit a detailed plan to the NEC prior to the admission of students. NEC will continue to monitor the program and will make a final visit prior to the first cohort's graduation, May 2009.
Azusa Pacific University Baccalaureate Degree Nursing Program (San Diego Extended Campus)	C. Mackay, NEC	02/26/08	NEC inspected a new skills lab at the San Diego extended campus to ensure that the same resources are available at the San Diego campus and provides comparable learning experiences as that of main campus. The finding demonstrates that the same resources are available at this extended campus.

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.2

DATE: April 18, 2008

- ACTION REQUESTED:**
- a) Accept/Not Accept Feasibility Study for West Coast University, Los Angeles Campus, Baccalaureate Degree Nursing Program
 - b) Accept/Not Accept Feasibility Study for West Coast University, Orange County Campus, Baccalaureate Degree Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Currently, WCU-LA and WCU-OC have BRN approved LVN to ADN programs. Each of these campuses function separately with their own nursing administration and nursing faculty, however they share a common curriculum, policies, etc.

Dr. Dianne Moore, founding Dean of Nursing at West Coast University, LA campus, is now Executive Dean of Nursing in the corporate office of West Coast University (WCU). Her responsibilities include new program development for WCU. Ms. Dianna Scherlin is the new Dean of Nursing at WCU, LA campus. Ms. Nancy Hoff is the new Dean of Nursing, WCU-OC campus.

West Coast University (WCU) is a private, for-profit, post-secondary educational institution. It is institutionally accredited by the Accrediting Council of Independent Colleges and Schools (ACICS), which is listed as a national accrediting agency by the US Department of Education. ACICS recently granted WCU renewed accreditation for eight years, and recognized WCU as one of eight schools in the nation to be placed on the Honor Roll for its outstanding performance.

WCU also has institutional approval from the Bureau of Private Postsecondary and Vocational Education (BPPVE) pursuant to the California Education Code. WCU has approval from BPPVE to issue an ADN and BSN.

In July 2007, WCU submitted a Feasibility Study for a BSN program on both campuses. The Feasibility Study addresses the need for more baccalaureate prepared RNs, as well as documentation and data on the nursing shortage, health care needs, available clinical agencies, and RN programs and other programs offering health education in both geographic areas.

WCU-OC is located in a four-story building (33,000 square feet) dedicated to nursing in Anaheim, California (near Disneyland). This building has been renovated, and WCU plans to use this space for the existing student population, and the additional BSN students.

WCU-LA is located off the 101 freeway and Vermont Street in LA. WCU shares this building with American Career College. WCU intends to house the BSN students at this location. In addition by 2009, WCU plans to have a separate building dedicated to WCU.

Initial funding for the BSN program(s) will come from WCU's sole shareholder until the programs are self-supporting. Revenues from WCU-LA may also be used to support the new program.

WCU is a member of the OC/Long Beach Consortium for clinical placements, and is a participant in establishing a clinical placement consortium in LA. WCU anticipates the availability of clinical placements at both locations. This is attributed to WCU's flexible theory and clinical scheduling, 12-hour shifts, and year round clinical rotations.

WCU plans to use the same BSN curriculum on both campuses. Pursuant to BRN approval, WCU-OC plans to admit 30 BSN students into general education courses 9/2008 (nursing courses 11/2009), while WCU-LA plans to admit BSN students to GE courses in 11/2009 (nursing courses 11/2010).

In conclusion, the Feasibility Study meets the BRN guidelines.

NEXT STEPS: Notify the program of Board action

**FINANCIAL IMPLICATIONS,
IF ANY:** None

PERSON TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant
(760)-583-7844

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

P-P-06 (Rev. 03/01)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080Submit in **DUPLICATE**.

Program Name: West Coast University, Orange County Campus	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: Nursing courses September-November 2009	
Academic System: <input checked="" type="checkbox"/> Semester 2- 10 week terms= 20 week/semester	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	49	
Theory	(18)	(27)	31	
Clinical	(18)	(27)	18	
Communication Units	6	9	9	
Science Units	16	24	27	
TOTAL UNITS FOR LICENSURE	58	87	85	
Other Degree Requirements: Epidemiology(3), Medical Ethics (3), Public Health (6), Issues (3), Disaster (3), Research (3), professional Nsg (3) Math (3), Statistics (3), Integration of Nursing concepts(2), Biochemistry (5)			40	
TOTAL UNITS FOR GRADUATION			125	

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	100, 204, 205, 420	NURS 100 Fundamentals of Nursing, NURS 205 & 420 Leadership Management Issues Trends NURS 204 Mental Health/Psychiatric Nursing
Personal Hygiene	100, 101L, 120, 121L 201, 211L, 202, 212L , 203, 213L, 204, 214L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health
Human Sexuality	100, 101L, 120, 121L, 201, 211L, 206, 216L, 203, 213L, 204, 214L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing , skills lab and clinical practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 206 and 216L The Expanding Family and Community Health NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client
Client Abuse	100, 101L, 120, 121, 201, 211L, 206, 216L, 204, 214L, 205	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health NURS 200 Transition to Registered Nursing, NURS 205 Leadership Management Issues Trends
Cultural Diversity	100, 101L, 120, 121L , 201, 211L, 206, 216L, 203, 213L, 204, 214L and HUM 470	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health HUM 470 Cultural Pluralism

Nutrition	100,121L,120,121L, 201, 211L, 206, 216L, 203, 213L, 204, 214L, 310	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p> <p>NURS 310 Nutrition in Health & Disease</p>
Pharmacology	100,101L,120, 121L 300, 201, 211L, 206, 216L, 203, 213L, 204, 214L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 300 Pharmacology</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p>
Legal Aspects	100,101L,120,121L, 201,211L, 206, 203, 204, 205 HCA 434	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 200 Transition to Registered Nursing, NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 202 Advanced Concepts in Maternal-Child Health</p> <p>NURS 203 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p> <p>NURS 205 and 340 Leadership Management Issues Trends</p> <p>HCA 434 Medical Ethics and issues</p>

Social/Ethical Aspects	200, 201, 206, 203, 204, 205, 206, 434	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 200 Transition to Registered Nursing,</p> <p>NURS 201 Medical Surgical Nursing-Promoting Wellness in the Older Adult</p> <p>NURS 203 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 205 & 340 Leadership Management Issues Trends</p> <p>HCA 434 Medical Ethics and issues</p> <p>NURS 206 The Expanding Family and Community Health</p>
Management/Leadership	205 & 420	NURS 205, 420 Leadership Management Issues Trends


Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	100, 101L, 120, 121L, 201, 211L, 203, 213L, 210L, 340, 341L, 400	NURS 100 and 101L Fundamentals of Nursing and skills lab	5
		NURS 120, 121L Introduction to Medical Surgical Nursing, skills lab and practicum	6
		NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community	(6)
		NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client	6
		NURS 340 & 341L Public Health Nursing	(6)
		NURS 400 Physical Assessment	3
		NURS 300 Pharmacology	3
		NURS 310 Nutrition in Health and Disease	3
			26
Obstetrical	206, 216L	NURS 206 The Expanding Family and Community Health	3
		NURS 216L The Expanding Family practicum	3
		NURS 340 & 341L Public Health Nursing	(6)
			6
Pediatric	206, 216L	NURS 206 The Expanding Family and Community Health	(3)
		NURS 216L The Expanding Family practicum	(3)
		NURS 340 & 341L Public Health Nursing	(6)
Psych/Mental Health	204, 214L	NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	4
		NURS 340 & 341L Public Health Nursing	(6)
			4

Geriatrics	201, 211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 340 & 341L Public Health Nursing	6 (6) 6
Management/Leadership	205, 420, 221	NURS 205 Intro to Leadership NURS 420 Principles of Leadership and Management NURS 221 Integration of Nursing Practice Total	2 3 2 7
OTHER NURSING			
	NURS 340, 341L	Public Health theory and practicum	6
	NURS 430	Disaster management	3
	NURS 350	Research in Nursing	3
	NURS 440	Nursing Issues and Trends	3
	NURS 360	Principles of Patient Teaching	3
		Sigma Theta Tau Nurse Manager Certificate Integrated into five nursing courses	
	NURS 460	Professional Roles within Nursing	3
	NURS 220	Integration of Nursing Concepts	2
			25
BASIC SCIENCES			
Anatomy	ANAT 260	Human Anatomy	4
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
Chemistry	CHEM 260	BioChemistry	(5)
Pathophysiology	ANAT 270	Pathophysiology	3
Epidemiology	HCA 206	Epidemiology	(3)
Societal/Cultural Pattern	SOCY 280	Sociology	3
	HUM 470	Cultural Pluralism	3
Psychology	PSYC 260 & 290	Psyc 260 Introduction to Psychology,	3
		Psyc 290 Lifespan Psychology	3
Mathematics	MATH 108	College level Math	(3)
	MATH 310	Statistics	(3)
Ethics	HCA 434	Medical Ethics and issues	(3)
		Total	27
COMMUNICATION			
Group	SPCH 142	Oral Communication	3

Verbal	SPCH 142	Oral Communication	(3)
Written	ENGL 340	Written Communication II	3
Written	ENGL 140	Writing Communication I	3
			total 9
			TOTAL UNITS 85

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	200, 201, 211L ,203, 213L, 210L (optional)	NURS 200 Transition to Registered Nursing	2
		NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	6
		NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client	6
		NURS 210L RN Skills Lab (optional)	(1)
Psych/Mental Health	204, 214L	NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	4
Geriatrics	201,211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	(6)
Obstetrics/pediatrics	202, 212L (optional)	The Expanding Family and Community Health	2 (2) optional
Management/Leadership	205	NURS 205 Intro to Leadership	2
BASIC SCIENCES			
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
			TOTAL UNITS 30
Signature Program Director/Designee: Dianne S. Moore 		Date: 2/22/08	

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: West Coast University Orange County											Date Submitted: 8/15/07							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: 1-Apr											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																		
Check appropriate year: 20wks=1 sem. 10wk-term											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:					
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4													Lecture		Lab		Total Hours	
Quarter/Semester: Semester 20 weeks Term 10 weeks											Total Units		Units Hr/Wk		Units Hr/Wk		Lec Lab	
1st yr 1st Sem 1st term											M S O C P G **Wk:							
ANAT 260 Human Anatomy											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 4 3 4.5		1 4.5		45 45	
ENGL 140 Written Communication I											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5				45 0	
1st yr 1st Sem 2nd term																		
PHYS 261 Human Physiology											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 4 3 4.5		1 4.5		45 45	
SPCH 142 Oral Communication											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
Total											14		12 18		2 9		180 90	
Quarter/Semester																	Total Hours	
1st yr 2nd Sem 1st term											M S O C P G **Wk:							
SOCY 280 Sociology											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
MATH 108 College Math											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
PSYC 260 Intro Psychology											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
1st yr 2nd Sem 2nd term																		
CHEM 260 Bio Chemistry											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 5 4 6		1 4.5		60 45	
PSYC 290 Lifespan Psychology											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
Total											17		16 19.5		1 4.5		240 45	
Check appropriate year:											Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:					
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4													Lecture		Lab		Total Hours	
Quarter/Semester: Semester 20 weeks Term 10 weeks											Total Units		Units Hr/Wk		Units Hr/Wk		Lec Lab	
2nd yr 1st Sem 1st term											M S O C P G **Wk:							
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ENGL 340 Written Comm. II											<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		10 3 3 4.5		0 0		45 0	
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NURS 100	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		45	0
Fundamentals Nsg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							
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Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5	0	45	0
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NURS 120 Intro Med Surg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5	0	45	0
NURS 121L Intro Med Surg practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0	3	0	135
NURS 400 Physical Assesment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5	0	45	0
Total								17	12	18	5	180	225

(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: West Coast University Orange County										Date Submitted: 2/1/08																																																														
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: Apr-08										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____																																																														
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																																																																								
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		10	3	3	4.5		0	45	0
Total		16	11	16.5	5	22.5	165	225	

Check appropriate year:
☐ 1 ☐ 2 ☐ 3 ☒ 4

Check: ☐ Semester ☐ Quarter *Wk: _____

		Lecture		Lab		Total Hours	
Total	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab	

Quarter/Semester: Semester 20 weeks Term 10 weeks

4th yr, 1st Sem 1st term ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 **Wk:

NURS 203 Adv Med Surg/critically ill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
NURS 213L Adv Med Surg: Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0	3	13.5	0	135
NURS 360 Princip Pt Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
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NURS 440 Issues & Trends nsg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
							Total	15	12	18	3	13.5	180	135

Quarter/Semester: Semester 20 weeks Term 10 weeks

4th yr, 2nd Sem 1st term ☐ M ☐ S ☐ O ☐ C ☐ P ☐ G **Wk:

NURS 340 Public Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
NURS 341L Public Health Nsg.:Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0	3	13.5	0	135
NURS 420 Principles Leadership & Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
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NURS 220 Integration Nsg Concepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	2	3		0	30	0
NURS 221L Intergration Nsg Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2		0	2	9	0	90
NURS 460 Professional roles Nsg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5		0	45	0
							Total	16	11	16.5	5	22.5	165	225

Grand total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	125	100	145.5	25	112.5	1500	1125
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**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.3

DATE: April 18, 2008

ACTION REQUESTED: Accept/Not Accept Feasibility Study for West Coast University, Inland Empire Campus, Baccalaureate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

West Coast University submitted a feasibility study for an LVN to RN program and a Generic BSN Program in the Inland Empire. This agenda item will be dealing exclusively with the BSN portion of the feasibility study.

West Coast University (WCU) is a private for profit, post secondary educational institution accredited by the Accrediting Council of Independent Colleges and Schools (ACICS).

WCU plans to host this program at the Ontario location. WCU has a 70,000 square feet campus located in Ontario, California. WCU conducted its own study to determine the feasibility of opening an Ontario campus serving the Riverside and San Bernardino Counties, which indicated that the Ontario campus as a good future site and that WCU will be attractive to the population of the Inland Empire.

Apparently this site has ample space for student common areas, Science and Skills lab, classrooms, computer labs, faculty and administrative areas and parking. The nursing curriculum and all equipment and supplies will be comparable to the other sites at Los Angeles and Orange Counties. There are plans to have a Virtual Care Center by 2009.

WCU plans to hire qualified instructors and a Director for this site. The budget indicates that the funding for the Inland Empire campus comes from WCU's sole share holder Mr. David Pyle who owns significant real estate owner and is the 100% shareholder in American Career College, both of which provide a steady stream of income to fund the Inland Empire location until is self supporting.

There are 11 Associate Degree Nursing programs and three BSN programs located in the same surrounding area, many of which are currently having problems with clinical placement.

For this BSN program WCU is proposing to admit 30 students by September 2009 in to the first 60 weeks of their pre-nursing classes. The first group of BSN students will

enter their first Medical/Surg course February 2011. WCU intends to admit 30 BSN students every 20 week so that by February 2011 there will be a maximum of about 175 students needing clinical placement. The students will attend the clinical site only one day a week with rotations occurring every 10 weeks.

The BSN program will be 160 weeks all year around, slightly over three years. The curriculum will be the same as the one utilized at the Los Angeles and Orange counties.

It has been difficult for WCU to obtain letters of support from the hospitals or letters guaranteeing clinical placement. There is a proposed budget attached however is not detailed as to all categories. There are no forms from clinical placement sites attached to this feasibility

NEXT STEPS: Notify the program of Board action.

**FINANCIAL IMPLICATIONS,
IF ANY:**

PERSON TO CONTACT: Maria E. Bedroni, EdD, MN, NP, RN
(626) 575-7080

RIVERSIDE COMMUNITY COLLEGE

Moreno Valley • Norco • Riverside

March 11, 2008

California Board of Registered Nursing
Ruth Ann Terry, MSN, RN
Dr. Maria Bedroni, EdD, RN

Dear Board Members, Ms. Terry and Dr. Bedroni;

This letter is being written to express concern re: the current feasibility study to determine the viability of West Coast University establishing a satellite campus in the Inland Empire. The School of Nursing at Riverside Community College has grave concerns with this possibility and we would ask the BRN to please carefully consider some issues prior to granting approval for this new program.

Riverside Community College has over a 50 year history of providing high quality nurse graduates to our community. We have increased our enrollment from 200 to 400 students during the past three years. This was made possible through our obtaining multiple grants to fund faculty positions and through our local clinical facilities providing extra rotation slots for our students. However, this expansion has not been without challenges. In this same time period, the BRN approved several new programs in the Inland Empire including those at California Baptist University, Citrus Community College, and Everest College. These programs have also required additional clinical rotation slots, as have many other community and state colleges in our region due to expansion efforts.

RCC would ask the BRN to allow a designated minimum amount of time to pass before introducing yet another RN program into our highly impacted area, a fast growing region with very limited clinical options. This would allow the newly approved programs the opportunity to become established and meet their projected clinical rotation needs as their programs fill to capacity. Only then can true availability of future clinical slots be determined.

We would further ask that the BRN establish as an absolute criteria for the new program approval process its own independent and unbiased assessment of clinical resource utilization in the immediate area where a new nursing program seeks to be located, including the projected student capacity of all surrounding newly approved and existing programs. We are certain the BRN is cognizant of the fact that hospital CEOs (not nurse managers) are happy to sign letters of support for any nursing program to expand or be established – it does not in fact mean that



RCC Moreno Valley • 16130 Lasselle Street, Moreno Valley, CA 92551-2045 • (951) 571-6100 • FAX (951) 571-6188
RCC Norco • 2001 Third Street, Norco, CA 92860-2600 • (951) 372-7000 • FAX (951) 372-7050
RCC Riverside • 4800 Magnolia Avenue, Riverside, CA 92506-1299 • (951) 222-8000 • FAX (951) 222-8036

rotations are truly available. An independent assessment conducted by the BRN itself would solve this issue.

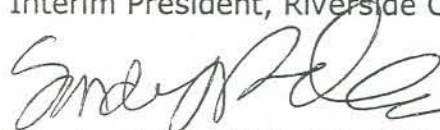
RCC would also ask the BRN to strengthen its regulations that state no new RN program should supplant another established one. Strengthened regulations would serve to allay institutional concerns and protect established programs from losing long held clinical rotation slots. Approving new programs only for current open rotations, such as weekends and evenings, would also address this concern. A decrease in our number of nurse graduates to allow an increase in another program's number of nurse graduates does not assist in resolving the critical nursing shortage in California.

RCC is in the state queue for a new School of Nursing building that will triple our available square footage by 2011. We are committed to maintaining our high enrollment numbers, but will not be able to do so if we lose valuable clinical sites. We are certainly not against new programs being developed or other programs expanding as we have. We acknowledge the extreme nursing shortage and understand we must all make changes in teaching modalities to accommodate the current clinical environment. We believe that these suggestions for change will benefit and protect all nursing programs in California, from ADN to ELM, allowing all the fair opportunity to produce the high quality nurse graduates the state so desperately needs.

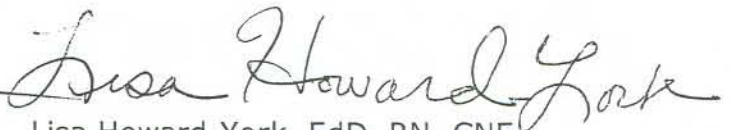
Thank you for your consideration.
Sincerely,



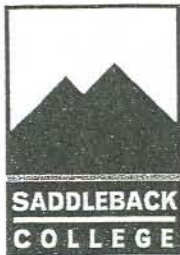
Dr. Linda Lacy
Interim President, Riverside City College



Sandra Baker, DNP, RN, CNE
District Dean, School of Nursing
Riverside Community College District



Lisa Howard-York, EdD, RN, CNE
Associate District Dean
March Education Center, School of Nursing
Riverside Community College District



SADDLEBACK COLLEGE

28000 Marguerite Parkway • Mission Viejo • CA 92692-3635
(949) 582-4500 • www.saddleback.edu

March 14, 2008

California Board of Registered Nursing
Ms. Ruth Ann Terry, MSN, RN
Dr. Maria Bedroni, EdD, RN
Post Office Box 944210
Sacramento, California 94244-2100

Dear Board Members, Ms. Terry and Dr. Bedroni,

This letter is being written to express concern regarding the current feasibility study to determine the viability of new programs in Orange County. The School of Nursing at **Saddleback College** has concerns with this possibility and we would ask the BRN to please carefully consider some issues prior to granting approval for this new program.

Saddleback College has a 37 year history of providing high quality nursing graduates to our community. We have increased our enrollment from 44 to 60 students per semester during the past five years. This was made possible through outside funding for faculty positions and through our local clinical facilities providing extra rotation slots for our students. However, these expansions have not been without challenges. In this same time period, the BRN approved the following new programs in our regional area: West Coast University, California State University Fullerton, UC Irvine, and the private Universities of Vanguard and Concordia. In addition, expansions have been granted to Golden West College and Santa Ana College.

Saddleback College asks the BRN to allow a designated minimum amount of time to pass before introducing yet another RN program into our area, a fast growing region with very limited clinical options. This would allow newly approved programs the opportunity to become established and meet their projected clinical rotation needs as their programs fill to capacity. Only then can true availability of clinical space be determined.

We would further ask that the BRN establish, as absolute criteria for the new program approval process, its own independent and unbiased assessment of clinical resource utilization in the immediate area where a new nursing program seeks to be located. This assessment should also include the projected student capacity of all surrounding, newly approved, and existing programs.

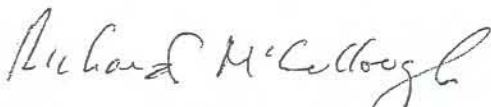
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
Thomas A. Fuentes, William O. Jay, David B. Lang, Marcia Milchiker, Nancy M. Padberg,
Donald P. Wagner, John S. Williams, Raghu P. Mathur, Ed.D., Chancellor
SADDLEBACK COLLEGE: Richard McCullough, Ph.D., President
An Equal Opportunity Employer

We would also ask the BRN to strengthen its regulations to state that no new RN program should supplant another established one. Our program has lost 2 premium Pediatric placements and three Medical-Surgical placements to UCI Nursing. We have given or shared other placements to Santa Ana College. The new UCI Pediatric placements were not communicated to Saddleback College. When we attempted to request them on the clinical planning calendar for next year, the placements were no longer available after 10 plus years. Strengthened regulations would serve to allay institutional concerns and protect established programs from losing long held clinical rotation slots. A decrease in our number of nurse graduates (over 120 per year) to allow an increase in another program's number of nurse enrollments of 60 per year does not assist in resolving the critical nursing shortage in California. We will also not meet our grant fund outcomes if this continues.

Saddleback College is committed to maintaining our high enrollment numbers, but will not be able to do so if we lose valuable clinical sites. We believe that these suggestions for change will benefit and protect all nursing programs in California, from ADN to ELM, allowing all the fair opportunity to produce the high quality nurse graduates the state so desperately needs.

Thank you for your consideration.

Sincerely,



Richard McCullough, Ph.D.
President
Saddleback College



Tammy Rice, MSN, RN
Assistant Dean HSHSEI
Nursing Program Director
Saddleback College

✓ Cc: Miyo Minato
Nurse Education Consultant



California Organization of Associate Degree Nursing Program Directors

Established 1972

March 14, 2008

California Board of Registered Nursing
Ruth Ann Terry, MSN, RN
Dr. Maria Bedroni, EdD, RN
Post Office Box 944210
Sacramento, California 94244-2100

Dear Board Members, Ms. Terry and Dr. Bedroni,

This letter is being written to express concern regarding the current feasibility studies to be reviewed on March 20, 2008. The **Southern COADN** group has concerns with the possibility of more new programs in our areas and we would ask the BRN to please carefully consider some issues prior to granting approval for these new programs.

We have increased our enrollments by 10% to 50% since 2003. This was made possible through State Chancellor's Office Grants, partnerships, and state and federal grants to fund faculty positions and through our local clinical facilities providing extra rotation slots for our students. However, these expansions have not been without challenges. In this same time period, the BRN approved at least four new programs in our regional area and other expansions or extended campus programs. These programs have also required additional clinical rotation slots, as have virtually all community and state colleges in our region due to expansion efforts. Approval of these programs has forced many of us to seek clinicals sites in neighboring counties.

Southern COADN asks the BRN to allow a designated minimum amount of time to pass before introducing additional RN programs into our areas. This would allow newly approved programs the opportunity to become established and meet their projected capacity and determine their clinical rotation needs. Only then can true availability of clinical slots be determined.

We would further ask that the BRN establish, as absolute criteria, a new program approval process that is performed by the BRN's own independent and unbiased assessment of clinical resource utilization in the immediate area where a new nursing program seeks to be located. This assessment should also include the projected student capacity of all surrounding, newly approved, and existing programs. We are certain that the BRN is cognizant of the fact that hospital CEOs (not nurse managers) are happy to sign letters of support for any nursing program to expand or be established – it does not in fact mean that rotations are truly available. An independent assessment conducted by the BRN itself would solve this issue.

We would also ask the BRN to strengthen its regulations to state that no new RN program should supplant another established one. Our programs are losing clinical rotation slots and we may not be able to fulfill our grant quotas if this continues. Strengthened regulations would serve to allay institutional concerns and protect established programs from losing long held clinical rotation slots. When new programs are approved for current open clinical rotations, it negatively impacts schools using these sites for traditional and weekend



California Organization of Associate Degree Nursing Program Directors

Established 1972

programs, especially in Orange County. A decrease in our number of nurse graduates in order to allow for an increase in another program's number of nurse graduates does not assist in resolving the critical nursing shortage in California.

The **Southern COADN** programs are committed to maintaining our high enrollment numbers, but will not be able to do so if we lose valuable clinical sites. We are certainly not against new programs being developed or other programs expanding as we have. We acknowledge the extreme nursing shortage and understand we must all make changes in teaching modalities to accommodate the current clinical environment. We believe that these suggestions for change will benefit and protect all nursing programs in California, from ADN to ELM, allowing all the fair opportunity to produce the high quality nurse graduates the state so desperately needs.

Thank you for your consideration.

Sincerely,

Tammy Rice

Tammy Rice, MSN, RN
President
COADN, South
Assistant Dean
Nursing Program Director
Saddleback College

✓ Cc: Miyo Minato

March 10, 2008

California Board of Registered Nursing
Ruth Ann Terry, MSN, RN
Dr. Maria Bedroni, EdD, RN

Dear Board Members, Ms. Terry and Dr. Bedroni:

This letter is being written to express concern regarding the current feasibility study to determine the viability of West Coast University establishing a satellite campus in the Inland Empire. The School of Nursing at Chaffey College have grave concerns with this possibility and we would ask the BRN to please carefully consider some issues prior to granting approval for this new program.

Chaffey College has over a 49 year history of providing high quality Associate Degree Nursing graduates to our community. In the past 3 years, Inland Empire Community Colleges have significantly increased student numbers. In the same time period, the BRN also approved new RN programs in our regional area: California Baptist University, Citrus College, and Western University ELM. Another, Everest College, is seeking initial approval from the BRN at the March 20, 2008 meeting. These programs also have required new clinical rotation slots to establish their programs. All of these expanded and new programs now share our clinical facilities.

Chaffey College asks the BRN to please allow a minimum period of 5 years to pass before introducing yet another RN program into our area. This would allow the newly approved/expanded programs time to become established and meet their clinical rotation needs. Only then can true availability of clinical sites be determined. During this time frame, a new web-based clinical placement tool will also come on line, which should provide the region a better picture of the situation. We would also ask the BRN to consider strengthening the regulations in order to state that no new RN program should supplant another established one. This would serve to allay institutional concerns and protect established programs from losing long held clinical rotation slots

Chaffey College is committed to maintaining our quality Associate Degree Nursing program, but will not be able to do so if we lose valuable clinical sites because our sites are extremely impacted. All other programs in our region are in similar circumstances. The hospital CEOs sign letters of support for nursing programs to expand for recruitment purposes; it does not mean that rotations are truly available.

Chaffey College recognizes the nursing shortage and understands that we must all make sacrifices. Still, we ask the BRN to allow some time to pass in the Inland Empire, a fast growing region with very limited clinical options, until existing new/expanded programs in our area fill their clinical needs and/or a new hospital (such as Kaiser Ontario) opens its doors to more nursing students.

Thank you for your consideration,

Barbara Hindman, RN., MN
Director, Associate Degree Nursing

Renee Ketchum, RN, MSN
Assistant Director, Associate Degree Nursing

G R O S S M O N T
C O L L E G E



Nursing Department

Ruth Ann Terry, MPH, RN, Executive Officer
Board of Registered Nursing
1625 N. Market Blvd. Ste N 217
Sacramento, Ca. 95834-1925

Dear Ms. Terry:

I am writing this letter to express my concerns about the proposed opening from the InterAmerican College in National City, Ca. As I know you have heard repeatedly, clinical facilities are saturated with students. At present Schools of Nursing in San Diego have over 3000 requests for clinical placements through the San Diego Nursing Consortium. Because of this, there are clinical placements that we have had for years that have been denied. Adding another school in San Diego will make placement of our students even more problematic.

I realize that feasibility studies are conducted before approving a school. However, when National University was approved, schools were told there would be no impact on clinical placements. That in fact was not true. The reality is that many schools of nursing were displaced from their original clinical sites. As we are all trying to meet the needs of the community and graduate as many competent nurses as possible to the workforce, adding an additional school will make our ability to maintain present enrollments more difficult as well as not allow for any expansion.

Presently there are three hospitals in San Diego County who have achieved their MAGNET status. To maintain that status, at least 65% of the nurses need to be BSN prepared. That however does not preclude facilities from hiring an ADN graduate. Many of the ADN graduates go on immediately for their BSN. Despite only two local hospitals achieving MAGNET status, there remains a place for the ADN graduate in the local workforce in San Diego County. As a local Director, I take very seriously this proposal by InterAmerican College to begin another nursing program in San Diego. We know that the impact on local clinical placements will be catastrophic. At some point, there needs to be an end point to the number of schools allowed in San Diego County due to the lack clinical placements. I believe we have reached the saturation point now.

I would be happy to discuss this with you at any time. I am committed to quality nursing education and am grateful for what local clinical facilities have provided our students to this point. Please consider this matter carefully. It would make no sense to add another program and potentially loose one or more ADN programs due to the lack of placements. Thank you for considering this matter.

Sincerely

Deborah A. Yadow M.S.N., R.N.
Director, School of Nursing
Interim Associate Dean of Health Professions
Grossmont College



Ruth Ann Terry, MPH, RN, Executive officer
Board of Registered Nursing
1625 N. Market Blvd, Ste N 217
Sacramento, CA 95834-1925

Dear Ms. Terry,

I am writing to voice my concerns about another new nursing college (InterAmerican College, National City, Ca.) that is proposed to open in the San Diego Region. San Diego is saturated with nursing education providers and I believe that we have now reached our capacity in clinical placements for this region.

The four local community colleges with ADN programs are all concerned about the impact on our clinical placements that another college will present. I have seen a dramatic reduction of clinical spaces provided for the ADN students over the past three years. There has been an insurgence of private BSN schools in our area as well as a huge growth in the number of BSN students at San Diego State University. San Diego clinical facilities are much more likely to take the BSN students over the ADN students. Another factor in the loss of clinical placements is the certification of three MAGNET Hospitals in San Diego in the past few years. It is my understanding that Magnet hospitals are to have a 60% or greater BSN pool of nurses working in their facilities so it is common practice for these hospitals to request BSN programs for student clinical placements.

I strongly believe that the ADN Programs have a place in the education of California nurses but if we keep losing clinical placements – there will be no programs. One factor that the BRN may take into consideration when they approve of new nursing education providers is to manage the enrollments of these new programs. An example in San Diego Region is National University. The initial request for the number of students in their program has grown significantly since their initial approval. When the initial feasibility for student clinical placement is provided to the BRN – the region may be able to cope with that stated number of students. The problem is the rapid rate of growth of these schools once the BRN has approved the educational provider.

I would be delighted to discuss this matter at any time. I am just trying to be a good provider of education for my ADN students and do not want to impact free enterprise. There is an end point in the number of clinical placements in San Diego and I believe that we have reached that point.

Cathy McJannet RN, MN, CEN, CHTP/I
Interim Director, Nursing Programs
Southwestern College



San Diego City College 1313 Park Blvd San Diego, CA 92101

March 11th, 2008

Education / Licensing Committee
Board of Registered Nursing
P. O. Box 944210
Sacramento, CA 94244-2100

Dear Education / Licensing Committee members,

I am writing this letter to address my unease regarding a proposal to establish a new nursing program by InterAmerican College in San Diego County. San Diego County has an abundance of nursing education programs; however, clinical practice sites for students have become more competitive as a result of the vast increase in the number of nursing education programs. As the Associate Dean/Director of the San Diego City College Nursing Education department, I am concerned about ensuring that graduate nurses acquire competencies for evidence based practice. An additional new nursing program in San Diego County would place a significant impact on the essential part of nursing education -- student clinical practice.

We have five community colleges providing Associate of Science Degrees in Nursing in San Diego County. With the many other Vocational Nursing, Accelerated, Baccalaureate and Master's entry programs, both state supported and proprietary, our clinical facilities are completely saturated. Most facilities have students on every unit 16 hours a day, 7 days a week. The effect of additional programs is felt by all, but especially the community college ADN programs, as facilities seeking Magnet status have begun replacing ADN student rotations with BSN student rotations. And while there are state supported BSN programs (2), the majority of them are proprietary and quite costly.

When National University and Azusa Pacific opened their nursing programs in San Diego, we lost our clinical placements at Sharp Memorial Hospital. When Oklahoma University moved in we lost our clinical placement at Sharp Coronado Hospital. When CSU San Marcos opened their program, we lost clinical placement at Scripps Mercy Hospital. Preceptorships are harder and harder to get because more and more students need preceptors. Many programs have received grant funding to increase their capacity, start weekend and evening programs; while other programs have been unable to do so because of the lack of clinical placements. As the proprietary programs open and push the community college programs out of clinical facilities, nursing education will become too expensive for many of the students we serve. San Diego City College has a well established traditional history of over 30 years of providing high quality graduate nurses to our community and is committed to expanding to better serve the community. In fact, we have a beautiful, bigger, new facility planned to open in Fall 2009.

An additional concern is the competition for Nursing Education Faculty. The last time I advertised for a full time Medical Surgical nursing faculty position, I had to reopen the application period twice (over 6 months) to get a total pool of three, and I hired two. The Master's programs are graduating candidates for nursing faculty at an accelerated rate, but master's prepared graduates are not choosing to enter the educational field in the numbers that we would hope. The problem will just get worse if we open new programs.

I know that the Board of Registered Nursing has been charged with the duty of making sure that California has enough nurses now and in the future. I believe the Education / Licensing Committee needs to consider enrollment growth during the initial approval process. Programs that received an initial approval for a small number of students have grown significantly, and this seems to be the norm. San Diego City College asks the BRN to allow a designated minimum amount of time to pass before introducing additional RN programs into our fast growing region with very limited clinical placement options. This would allow previously approved programs the opportunity to become established and meet their projected clinical rotation needs as their programs fill to capacity. Only then can the true availability of clinical slots be determined.

Additionally, I would like to see the BRN establish as an absolute criteria for the new program approval process its own independent and unbiased assessment of clinical resource utilization in the area where a new nursing program seeks to be located, including the projected student capacity of all surrounding newly approved and existing programs. I'm sure the BRN recognizes that hospital CEOs (not nurse managers) are happy to sign letters of support for any nursing program to expand or be established – **it does not, in fact, mean that additional clinical rotations are truly available.** An independent assessment conducted by the BRN itself would resolve this issue.

I believe the BRN may need to strengthen its regulations so that no new RN program could supplant another established one. Strengthened regulations would protect established programs from losing long held clinical rotation slots. Approving new programs only for current open rotations would also address this concern however, as I said previously, we do not have any current open clinical rotations in San Diego County. A decrease in our number of graduate nurses to allow an increase in another (possibly much more expensive program's) number of graduate nurses does not resolve the nursing shortage in California.

San Diego City College is committed to maintaining our increased enrollment numbers, but will not be able to do so if we lose valuable clinical sites. ADN programs supply over 60% of staff nurses in California and definitely have a place in the education of nurses in California but they may not be able to compete with the proprietary schools for faculty and clinical placements. We acknowledge the nursing shortage and understand we must all make changes in teaching modalities to accommodate the current clinical environment. We believe that these suggestions for change will benefit and protect all nursing programs in California, allowing all the fair opportunity to produce the high quality graduate nurses the state so desperately needs. At some point the growth will be forced to stop, I just hope it's not after the community college nursing programs have been forced to close.

Thank you for your consideration.

Sincerely,

Debbie Berg, MSN, RN
Associate Dean/Director, Nursing Education
San Diego City College
1313 Park Blvd
San Diego, CA 92101
dberg@sdccd.edu
619-388-3441

Cc:

Ruth Ann Terry, EO
Elizabeth Dietz, EdD, RN, CS-NP, Chair
Susanne Phillips, RN, MSN, APRN-BC, FNP
Carmen Morales-Board, MSN, RN, NP
Badrieh Caraway, MS, RN, NEC
Katie Daugherty, MN, RN, NEC
Miyo Minato, MN, RN, NEC
Alice Takahashi, NEC
Janette Wackerly, RN, MBA
Kay Weinkam, MS, RN, NEC
Geri Nibbs, MN, RN, NEC
LaFrancine Tate
Grace Coarse
Heidi Goodman, AEO
DeAnn Corrado
Marc Cardenas
Louisa Gomez

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.4

DATE: April 18, 2008

ACTION REQUESTED: Accept/Not Accept Feasibility Study for Concorde Career College North Hollywood (CCCNH) Generic Associate Degree Nursing Program.

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Concorde Career College of North Hollywood submitted the first version of the feasibility study July 2007. A detailed letter was sent to the program indicating the areas that needed further clarification. The current revised version was submitted October 1, 2007.

CCCNH is a privately owned institution, for profit, located in North Hollywood and serving other surrounding cities of Los Angeles County. CCCNH is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) and currently has programs such as Massage Therapy, LVN, Medical Assistant and others.

The college is located at 12412 Victory Blvd, North Hollywood. The college consists of 30,000 square foot building. Two classrooms are dedicated to the proposed program, one accommodate 34 students the other 40 students. There are three computer labs. There are apparently sufficient spaces allocated for the director, secretary, skill lab and students. Other resources were not identified.

There are several other nursing programs in their service area: twenty four (24) associate degree nursing programs, eight (8) BSN programs and seven (7) Masters entry level programs.

In preparation for this program CCCNH conducted their own feasibility study prepared October 2006 and updated June 2007 to find the **need** for this program (exhibit 7). The summary statement of that document clearly stated that only five of the 12 acute hospitals expressed their openness to **discuss** placement of students in their clinical area. It, also, stated that there are limiting numbers of clinical slots in acute care hospitals in the area. Therefore, clinical placement is of great concern.

The feasibility submitted to this Board indicates that only three of the potential clinical facilities plan to expand within the next two years (All Saints, Mission Community and Glendale Adventist Medical Center). There is no description of the potential expansion.

CCCNH proposes an Associate Degree Nursing Program of one year and two months. The proposed program is 60 weeks in length consisting of six (6) ten (10) weeks terms. The program will have 75.5 units. Twenty one (21) semester units of nursing theory and eighteen (18) semester units for clinical. All these units are non-transferable units. LVNs entering this program will be given for thirteen units for LVN licensure and their education. It proposes to admit 30 students in the first cohort, currently proposed to start fall 2007.

The program plans to recruit faculty "as needed" as the curriculum is developed and to have a ratio of 15 student/per faculty. There are jobs descriptions attached for potential faculty. In conjunction with competitive salaries, CCCNH plan to use non-traditional approaches to "grow your own" faculty, or to employ BSN graduates, which apparently have proven effective for other programs.

CCCNH has allocated \$173,600 for start up cost of the proposed program. The proposed budget does not indicate the necessary resources to open and sustain a program.

The major areas of concern for this proposed program are clinical placement, resources, faculty recruitment, units/transferability of units and budget to open and sustain this proposed program.

NEXT STEPS: Notify the program of Board action

FISCAL IMPLICATION (S) IF ANY:

PERSON TO CONTACT: Maria E Bedroni, SNEC
626-575-7080

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.5

DATE: April 18, 2008

ACTION REQUESTED: Accept/Not Accept Feasibility Study for Institute of Medical Education, LVN to RN Associate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Institute of Medical Education (IME) is an independent institute of higher education, serving the area of Santa Clara County, dedicated to offering programs for adult learners in the fields of Vocational Nursing, MRI Technology, Phlebotomy, Medical Assistants and Physical Therapy. IME offers Associate Degrees and certification programs.

IME has accreditation from the BPPVE, BVNPT, the American Registry of MRI Technologist and the Western Association of Schools and Colleges (WASC). IME has graduated more than 1000 students in year 2006 in different areas of study. The student population is diverse 20 35 years with 39% coming from under represented groups. IME currently has an LVN program (since 2005) the passing grade for LVNs for 2006 was only 72%

According to IME in concurrence to the state level there is a necessity for more educational institutions to produce a larger amount of high quality medical technicians IME's ADN program will provide a perfect opportunity for adults learners in the community to enter a medical field.

IME proposal is for an LVN to RN Associate degree Nursing Program. IME conducted a survey of current students enrolled in the LVN classes who are interested in becoming an RN; the survey indicated that 60 % would apply for enrollment if IME has a program.

Classes for this proposed program will be offered in a two story building located downtown San Jose which is about 25,000 square feet which houses approximately 10 classroom, faculty offices, reception area, student library and skill lab. IME is willing to expand to another building for the proposed program

IME has allocated \$900,000 to begin the program. Additionally \$500,000 has been set aside for additional needs. IME is trying to secure clinical placement and has requested CCPS to be part of the nursing community in the Bay area.

There are letters of support attached to the feasibility study. The clinical facilities forms are incomplete.

Upon receipt of the first version of this feasibility study, a letter was sent to IME for clarification of the areas requested (see attached). A response was submitted however many areas remain a concern.

NEXT STEPS: Notify the program of Board action.

FINANCIAL IMPLICATIONS, IF ANY:

PERSON TO CONTACT: Maria E. Bedroni, EdD, MN, NP, RN
(626) 575-7080

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.6

DATE: April 18, 2008

ACTION REQUESTED: Accept/Not Accept Feasibility Study for Madera Community College Center, Associate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

The Madera Community College Center is located on the center of California stretching from the rich San Joaquin Valley to the crest of the Sierra Nevada, and the counties that comprise the Central Valley are experiencing a severe nursing shortage.

In an effort to increase the educational and staff support services offered to the residents of the northern portion of the state center community College District, the Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera Community College Center.

The Madera, Clovis, and Oakhurst site comprise the Educational Centers of the State Center Community College District. These three community college centers are known as the North centers due to their location in the northern portion of a community college district.

The Madera Community College Center is a two years public and comprehensive institution that offers educational programs in adult basic education vocational, liberal arts and pre-professional courses. The Madera Community College center has been in existence for 20 years initially operating at the Madera Unified School District High School. In August 1996 the State Center Community College District opened a dedicated site for the Madera Community College Center situated on 114 acres. The Madera campus has 26,000 square feet student services and administrative building that houses the library, open computer lab, counseling, tutorial services and classrooms offices and a large lecture hall.

In 2004 a 50,000 Academic Village Complex was built this includes smart classrooms and offices as well as state of the art laboratory space for biology, physical sciences chemistry, computer studies, business, art, and a Licensed Vocational Nursing Program.

The Madera Community College Center offers over 360 class sections each year in 38 areas of study such as criminal justice, customer service, child development, information systems, office technology, graphic arts and licensed vocational nursing. Apparently there is space and resources for the proposed program.

The Madera Community College Center is a “majority minority” service area in which the major ethnic group is Hispanic and this population is also increasing in campus enrollment. It is anticipated that Madera is one of the fastest growing population centers in the Central Valley and the Madera Community Center will therefore continue with its expansion and student growth.

There are six other programs in the area: CSU Bakersfield; Bakersfield College; College of the Sequoias, Fresno City College, CSU Fresno and Merced City College. Many of these colleges are 50 -100 miles from the Madera Community College Center area.

The proposed program is for the development of a one-year, two semesters Associate Degree LVN-RN program at the Madera Community College Center located in Madera. The description of the program as submitted will need to be revised. The target date for admitting the first cohort of 12 students is Fall 2008. Each subsequent Fall 12 students will be enrolled. This estimate is based on hospital support in terms of clinical placement, documented need for additional nurses and the career ladder for current and future Madera Community College Center LVN graduates. It is not clear how and where qualified faculty will be recruited for this proposed program

The Madera Community College Center is funded by property taxes and state apportionment. The proposed program will be sustained and maintained by internal funds and will be augmented by external sources such as the college fund budget generated by FTES and VTEA funds. Other external funds will be secure such as state and grants.

There are verification forms for potential clinical sites. However, other programs are already utilizing all of these agencies. There are letters of support for this proposed program.

NEXT STEPS: Notify the program of Board action.

FINANCIAL IMPLICATIONS, IF ANY:

PERSON TO CONTACT: Maria E. Bedroni, EdD, MN, NP, RN
(626) 575-7080

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.7

DATE: April 18, 2008

ACTION REQUESTED: Accept/Not Accept Feasibility Study for Shepherd University, LVN to RN Associate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Shepherd University is a Judeo-Christian college providing higher education founded in biblical principles established to educate English and Korean-speaking immigrants, both first- and second-generation, to assimilate into the English speaking American culture.

Shepherd University is located in the heart of Los Angeles, in an area referred as Korea town. The mission of Shepherd University is community service and preparing students for careers of lifelong learning and service to self, community and the world.

Reverend Dr Richard Cornel Seong Yon Lee established Shepherd University in 1999. Dr Lee saw a compelling need to serve the growing Korean-immigrant population through education and service.

There are more than 23 registered nursing programs located in the surrounding Los Angeles area where Shepherd University is located. Currently, Shepherd University has a fairly new LVN program and for the last six years they have offered an n NCLEX preparation course.

The proposed program will enroll 30 students each semester. Applicant students will have completed all required basic sciences and core courses for associate degree prior to admission to the LVN-RN program. The LVN-RN program will be completed in two semesters with a minimum of 36 nursing units. The LVN will receive credit for previous education for 6 units of theory and 6 units of clinical.

One of the greatest challenges for Shepherd University is to locate and secure clinical placement for the proposed program. Numerous efforts have been done resulting in procuring some clinical sites in a variety of agencies such as Monterey Park Hospital, Saint Vincent Medical Center, Hollywood Community Hospital, Norwalk Community Hospital, Hollywood Presbyterian and others sub acute agencies. Shepherd University is proposing that the clinical experiences be during "off peak" hours in the acute clinical facilities.

Shepherd University is committed to supporting the proposed LVN to ADN program allocating space, lecture rooms, skill lab, resources, support and administrative staff. It is expected that the students will have a faculty ratio of 10:1.

Shepherd University is also aware of the need in recruitment and retention of qualified faculty in theory and clinical and is committed to recruiting qualified faculty. Shepherd has also committed financial resources to attract faculty. A marketing Action Plan has been developed for faculty recruitment.

Shepherd University members of the Board will make an annual contribution on the amount of \$ 950,000 for the ongoing promotion of the LVN-RN program. This board is also aware that a nursing program will be more expensive than the other programs.

Shepherd University's only accreditation is with the Bureau of Private Post-Secondary and Vocational Education (BPPVE) and was granted approval to offer a degree in Associate Degree in Vocational Nursing, Bachelor of Arts in Biblical Studies, and Bachelor in Music, Master in Divinity and Masters of Music. The BPPVE ceased operations on July 2007. Their last letter from the BPPVE indicated that their authority to grant degrees remain current through July 1, 2008. Shepherd University is looking to receive accreditation through other accrediting agencies. Shepherd University understands this limitation and will not be able to proceed to the next step without the ability to grant degrees. Letters of support are attached

NEXT STEPS: Notify the program of Board action.

FINANCIAL IMPLICATIONS, IF ANY:

PERSON TO CONTACT: Maria E. Bedroni, EdD, MN, NP, RN
(626) 575-7080

Dr. Maria Bedroni
Supervisor
Nursing Education Consultant
CA Board of Registered Nursing

Dear Dr. Bedroni:

As you can see in the below legislation, California state law provides that all schools that the Bureau approved at the end of June 2007 remain approved until July 2008:

On June 30, 2007 the California Bureau for Private Post-Secondary and Vocational Education (BPPVE) ceased operation. In accordance with Chapters 67 and 635, Statutes of 2007, Section 1(b)(2), "Any institution, program or course approved (authorized by Section 94905) by the BPPVE as of June 30, 2007 shall be deemed to be approved as of July 1, 2008" (http://www.bppve.ca.gov/workshops_pwrpoint.pdf).


As of June 30, 2007, Shepherd was authorized to offer the following degrees: Associate of Science in Licensed Vocational Nursing, Bachelor of Arts in Biblical Studies, Bachelor of Music, Bachelor of Science in Information Technology, Doctor of Ministry, Doctor of Musical Arts, Doctor of Theology, Master of Divinity, Master of Music, and Master of Science in Information Technology.

It is our understanding that, in accordance with the above legislation, our authorization remains current through July 1, 2008.

Thus we would request that you kindly accept our feasibility study for the LVN to RN program and give us permission to proceed and work on the self-study. Our target date for accepting LVN to RN students is September 2008.

Should a new Bureau not open by July 2008 we will proceed according to your guidance.

Sincerely,



Seong Yon Lee
President
Shepherd University

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.8

DATE: April 18, 2008

ACTION REQUESTED: a) Grant/Not Grant Initial Approval of West Coast University, Los Angeles Campus, Baccalaureate Degree Nursing Program

b) Grant/Not Grant Initial Approval of West Coast University, Orange County Campus, Baccalaureate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Currently, WCU-LA and WCU-OC have BRN approved LVN to ADN programs. Each of these campuses function separately with their own nursing administration and nursing faculty, however they share a common curriculum, policies, etc.

Dr. Dianne Moore, founding Dean of Nursing at West Coast University-LA, is now Executive Dean of Nursing in the corporate office of West Coast University (WCU). Her responsibilities include new program development for WCU. Ms. Dianna Scherlin is the new Dean of Nursing at WCU-LA. Ms. Nancy Hoff is the new Dean of Nursing at WCU-OC.

In April 2005, the BRN initially approved an LVN to RN Associate Degree Nursing Program at WCU-LA. On June 8, 2008, the Board accepted a Feasibility Study, and approved a new LVN to RN Associate Degree Nursing Program at WCU-OC. While these nursing programs are part of the same corporate structure and share a common curriculum, policies, evaluation plan etc., they are two separate nursing programs with different nursing administrative teams and faculty.

In July 2007, the BRN received an updated Feasibility Study for a Baccalaureate Degree Nursing Program at WCU-LA and WCU-OC. (This Feasibility Study is also on the March 20, 2008 ELC agenda.) In the beginning of February 2008, the BRN received a revised Self Study for a Baccalaureate Degree Nursing (BSN) Program at WCU-LA and WCU-OC. If the proposed curriculum is approved, the existing LVN to RN program will become a track in the BSN curriculum.

Carol Mackay, NEC, and Miyo Minato, NEC, conducted an initial approval visit for the BSN program at WCU-OC on February 27, 2008, and WCU-LA on February 28, 2008. The proposed programs are in compliance with the Board's rules and regulations. No recommendations were made.

If approved, WCU-OC is positioned to admit 30 BSN students to the first nursing course in November 2009 (pre-requisites in September 2008), while WCU-LA plans to admit 30 BSN students in November 2010 (pre-requisites in November 2009). The anticipated admission cycle on both campuses will then be 30 BSN students every 20 weeks.

Existing faculty, in the LVN to ADN program and the RN to BSN completion program, will be teaching in the new BSN curriculum. Additional full-time and adjunct faculty will be recruited as needed. WCU-OC is currently interviewing candidates for its Associate Dean position. The Associate Dean for WCU-LA has been in place since January 2007.

WCU's proposed BSN curriculum reflects AACN's Essentials of Baccalaureate Education document. WCU intends to keep the nursing program elements (philosophy, program objectives, policies and procedures, evaluation plan, curriculum etc.) the same on both campuses. The pre-licensure component of the proposed BSN program consists of 49 semester units in the art and science of nursing (31 theory and 18 clinical), 9 units in communication, and 27 units in science for a total of 85 units required for licensure. An additional 40 units are required for the BSN degree, for a total degree requirement of 125 semester units.

A full complement of student services, such as admissions, financial aid, library and computer lab, is provided on both campuses. The computer software programs, skills lab equipment, library holdings have been expanded to meet the learning needs of BSN students.

WCU is a member of the Orange County/Long Beach Consortium for clinical placements, and is participating in the establishment of the LA Consortium for clinical placements. WCU has numerous clinical contracts in place in Orange County and LA. Based on current utilization of clinical placements, WCU was able to demonstrate availability of clinical placements for the additional BSN students without displacing other nursing programs.

Budget projections were prepared based on full enrollment in the BSN program and the LVN to ADN track. Funds are sufficient to support the program expansion.

WCU-OC is located in Anaheim, CA, near Disneyland. WCU purchased and renovated the 33,000 square foot building last year. The entire building is dedicated to WCU. The renovation includes state-of-art classrooms, science and skills lab, student study space, faculty offices, and other administrative offices necessary to operate the program.

The LA campus is located off the 101 freeway at Vermont Street in Los Angeles. WCU shares a 50,000 square foot building with American Career College. In recent months, a renter has vacated the premises allowing WCU to expand. A major renovation is in progress that includes a state-of-art classroom, science and skills lab for the BSN students. In addition by 2009, WCU plans to have its own dedicated building and space.

Pursuant to Board approval, site visits will be scheduled on both campuses in accord with the BRN initial approval process. Submission of completed course syllabi will also be scheduled.

NEXT STEPS: Notify the program of Board action.

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant
(760)-583-7844

CONSULTANT APPROVAL REPORT

EDP-S-05 (Rev. 5/01)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

PROGRAM NAME: West Coast University BSN Program: Los Angeles and Orange County Campuses DATES OF VISIT: February 27 and 28, 2008

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
<p>I. ADMINISTRATION</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> <p>(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p> <p>SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	<p>SS pp 8-17</p> <p>SS pp 4-6, 17-24 CAT HB</p> <p>SS pp 24-43</p> <p>SS p 44 Appendix</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>WCU-OC and WCU-LA plan to use the same BSN curriculum. The existing LVN to ADN programs on each of these campuses will become LVN to ADN track in the new BSN program. The philosophy and program objectives serve as a basis for the BSN curriculum.</p> <p>WCU policies were modified as needed for BSN students.</p> <p>WCU has developed a detailed program evaluation plan based on CCNE's evaluation criteria.</p> <p>WCU has an organizational chart that reflects its corporate, campus, and nursing department structure, as well as communication patterns with clinical facilities.</p>

APPROVAL CRITERIA

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS pp 44-54	X		<p>WCU-OC is located in a four-story building (33,00 square feet) dedicated to WCU. This building has been renovated to include state-of-the-art classrooms, science and skills lab, student study space, faculty offices, and other administrative offices necessary to operate the program. A full complement of student services, such as admissions, financial aid, library and computer lab is available on campus. The computer software packages, skills lab equipment, and library holdings have been expanded to meet the learning needs of the BSN students. WCU-OC plans to admit 30 BSN students to the prerequisite courses in 9/2008. Faculty will be recruited to augment existing faculty as needed.</p> <p>WCU-LA shares a 50,00 square foot building with American Career College. In recent months, a renter has vacated the premises allowing WCU to expand. A major renovation is in progress that includes a state-of-the-art classroom, science and skills lab for the BSN students. In addition, by 2009, WCU-LA plans to have its own dedicated space. Comparable student services are available on this campus, and the same changes, made for the BSN students at OC, have been made here. This program plans to admit 30 BSN students to the prerequisite courses in 11/2009. Faculty will be recruited as needed.</p>
SS p 55	X		The Dean of Nursing position on both WCU campuses is a 100% administrative position.
SS p 55	X		The Assistant Dean on each campus can function in this role, as well as the Executive Dean in the corporate office.

APPROVAL CRITERIA

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

II. FACULTY QUALIFICATIONS

SECTION 1425

A program shall report to the board all changes in faculty including changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS pp 55-57	X		The nursing department of each campus has standing nursing committees to accomplish the faculty's work. Intercampus committees are also used to keep the nursing curriculum, etc. the same on both campuses.
SS pp 57-58	X		Each campus will have faculty content experts.
SS p 58	X		WCU plans to use a preceptorship in N 221L.
SS p 58	X		The supervision requirements in the regulation are reflected in the organization charts for each campus.
SS p 58	X		Both campuses plan a maximum teacher/student ratio of 1 to 10.
SS p 59	X		The SS indicates that the program will comply with this regulation.

APPROVAL CRITERIA

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

SECTION 1425(b) The registered nurse director of the program shall have:

- (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;
- (2) A minimum of one year's experience in an administrative position;
- (3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;
- (4) At least one year's experience as a registered nurse providing direct patient care; or
- (5) Equivalent experience and/or education as determined by the board.

SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.

SECTION 1425(d) An instructor shall meet the following requirements:

- (1) Those set forth in subsections (b)(1) and (b)(4) above; and
- (2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

SECTION 1425(e) An assistant instructor shall have:

- (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;
- (2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS p 59	X		
SS p 59	X		Ms Dianna Scherlin is the new Dean of Nursing at WCU-LA. Ms. Nancy Hoff is the new Dean of Nursing at WCU-OC.
	X		
	X		
	X		
	X		
	X		
SS p 60	X		The Assistant Dean of Nursing at WCU-LA is Belinda. Applicants for the Assistant Dean at WCU-OC are currently being interviewed.
SS p 60	X		Faculty job descriptions are available in the appendix. The faculty recruitment plan is in the self-study.
	X		
	X		
SS p 60	X		
	X		
	X		

APPROVAL CRITERIA

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS p 60	NA		WCU does not use clinical teaching assistants.
SS p 60	X		Nursing courses start 11/2009 at WCU-OC. Nursing courses start 11/2010 at WCU-LA.
SS p 60	X		
SS p 61	X		Both campuses will use the same BSN curriculum.
SS pp 61-66	X		The curriculum's unifying themes include: nursing process, research, therapeutic care, teaching/learning, communication, role development, and Gordon's Functional Health patterns.
SS pp 66-71 BRN Forms	X		Total units for graduation = 125 semester units Total units for licensure = 85 semester units
SS p 71	X		Art & Science of Nursing = 49 Theory = 31 semester units Clinical = 18 semester units
SS pp 71-72	X		Communication = 9 semester units

III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

IV. REQUIRED CURRICULUM; PRIOR APPROVAL

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

APPROVAL CRITERIA

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS p 72	X		Science = 27 semester units
SS pp 73-76	X		
SS pp 76-79	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
SS p 80	X		
	X		Each semester is 20 weeks long, and consists of two ten-week terms.
	X		Theory and clinical contract hours each term are based on a 15-week semester.

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
V. CLINICAL FACILITIES SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board. SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives. SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	SS pp 80-85	X	WCU is a member of the Orange County/Long Beach Consortium for clinical placements, and is participating in the establishment of the LA Consortium for clinical placements. WCU has numerous clinical contracts in OC and LA. Based on current utilization of clinical placements, WCU was able to demonstrate availability for clinical placements for the additional BSN students without displacing other nursing programs.
	SS p 85	X	
	SS pp 85-87	X	A sample WCU clinical contract and amendment comply with the regulation.
		X	
		X	
		X	
		X	
		X	
VI. STUDENT PARTICIPATION SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:	SS p 88	X	WCU-LA is a member of the National Student Nurses Association. WCU-OC will also apply for membership. Both campuses plan for student representatives from NSNA to participate in the programs' committee meetings.

APPROVAL CRITERIA

- (1) Philosophy and objectives;
- (2) Clinical facilities;
- (3) Learning experience; and
- (4) Curriculum, instruction and evaluation of the various aspects of the program.

SECTION 1428(b) The program shall have a procedure for resolving student grievances.

SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
	X		
	X		
	X		
	X		
SS p 88 CAT HB	X		
SS p 88 Course Syllabi	X		Clinical evaluation tools reflect the clinical course objectives.
VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		The 30-unit option requires 8 semester units of microbiology (4) and physiology (4).
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.	X		
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.	X		The 30-unit option consists of 30 semester units.

APPROVAL CRITERIA

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
	X		
VIII. TRANSFER AND CHALLENGE SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:	X		
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X		Policies have been modified as needed for BSN students.
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		

**West Coast University –Orange County
West Coast University –LA
Initial Approval Baccalaureate Degree Nursing Program
February 27 & 28, 2008**

There are no areas of non-compliance or recommendations.

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.9

DATE: April 18, 2008

ACTION REQUESTED: Grant/Not Grant Initial Approval for Everest College Associate Degree Nursing Program.

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND: Martha Keough, MSN, RN, has been hired to be the Campus Program Director for Everest College; Jeanne F. Hately, PhD, MSN, RN is the Regional Nursing Director for Corinthian Colleges, Inc.

Everest College (EC) is a member of the Corinthian Colleges, Inc. (CCI) educational system. This for profit institution was originally established in Rancho Cucamonga, CA in 2001. In May 2006 the college relocated to a newly constructed 42,409 square foot campus located at 1819 S. Excise Avenue, in Ontario, CA.

The college is accredited by the Accrediting Council of Independent Colleges and Schools (ACICS) and was awarded accreditation for Bachelor's degrees in 2006. EC currently offers Bachelor degrees in Administrative Management, Business, and Criminal Justice. In addition, the college offers Associate of Science degrees in Accounting, Business, Criminal Justice and Paralegal. Since the first graduating class in 2002, nearly 950 graduates have earned their degrees at EC. EC is working to achieve regional accreditation in 2008, which will allow students to continue on with their professional education.

This Board accepted EC's feasibility study at the September 21, 2007 Board meeting. On February 13, 2008, M. Minato, NEC, conducted an initial approval visit of the Everest College generic ADN Program.

The philosophy of EC is dedicated to the ideal that every student should have the encouragement and opportunity to develop to his or her full potential. The college has in place support systems, such as the Director of Student Services, who tracks students during the program to identify factors and provide interventions to keep students in the program. All students participate in the Student Success Program, which is part of the curriculum to encourage and ensure students achieve their goals.

The new campus building has dedicated nursing classrooms, lab spaces, and faculty offices. Additional classrooms, conference rooms, and PC labs are available on the second floor. There is a library, with small collection, staffed with a FT librarian and Internet access to CINAHL, as well as addition of a collection of nursing journals.

Future library additions will be made with faculty input. Plans for hiring faculty are in place. A director who meets the BRN requirements has been hired and working with the program development already. The faculty to student ratio in the clinical area will be less than the usual 1: 10, likely be 1:7. There is a plan to hire a lab coordinator and including simulation in the curriculum in the future.

The curriculum framework is based on core competencies of the NLNAC and the four categories of client needs from the NCSBN. The five concepts used in EC's curriculum framework are Nursing Process, Critical Thinking, Communication, Health Promotion, and Professional Roles. Cultural diversity and care throughout the life span are other key concepts. Curriculum is organized and developed to progress from simple to complex, building on students' prior education and experiences.

The program consists of seven, 12-week quarters and covers 21 months. The proposed curriculum meets the Board rules and regulations. Content required for licensure totals to 107 quarter units: Nursing – 61 (33 theory; 28 clinical); Sciences 32 – units (6 Anatomy; 6 Physiology; 6 Microbiology; 2 Nutrition; 4 Sociology; 4 Psychology; 4 Math); Communications – 14 (8 English; 4 Computer Application; 2 Therapeutic Communications). A total of 115 quarter units are required for ADN.

Site visits were made to St. Bernardine Medical Center, San Bernardino, which has a busy ER, and other required clinical services, and Kindred Hospital, Ontario, that has a large population of medical-surgical and geriatric patients. There are some contracts already signed, while there are other facilities that EC is finalizing the contract negotiations. EC will be participating in the Inland Empire Consortium for clinical placements when the Board gives its initial approval.

The program plans to admit 30 students in the summer. Discussed with Campus Director the need for the Board to ensure clinical placement and faculty to supervise the proposed number of students. The NEC will make a visit in one year following initial start of the program (July 2009) and at the time students are ready to graduate (March 2010).

NEXT STEPS: Notify the program of Board action.

FISCAL IMPLICATION(S) IF ANY: None

PERSON TO CONTACT: Miyo Minato, NEC
(626)-575-7080

**CONSULTANT APPROVAL REPORT
INITIAL PRELICENSURE PROGRAM VISIT**

EDP-S-05 (07/04)

WORKRuth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

PROGRAM NAME: EVEREST COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

DATES OF VISIT: February 13, 2008

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
I. ADMINISTRATION SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines. SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	SS 1 – 13; Stud HB	X		Philosophy statements defines individuals as holistic being with unique physiological, psychological socio-cultural, and spiritual qualities and interact with the environment. Nursing is an unique profession that deals with all of the dynamics affecting individuals. The foundation of nursing practice is the nursing process, which the nurse uses to assist individuals and families.
	Stud HB; Catalog; Appd I	X		Policies and Procedures are described in the Student Handbook that will be given to provided to all students.
	SS 14; Appd B	X		The systematic evaluation plan is in place.
	SS 14; Appd C, D, E	X		The Program Director reports to the President directly. There is Regional Nursing Director for the Corinthian College system, who works with the Program Director.

APPROVAL CRITERIA

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS 14 – 17; Appd F, G	X		Located at 1819 S. Excise Ave., Ontario CA Physical area for the program was completed 9/10/07, all lab classroom and office equipment and supplies delivered and furnished on 9/24/07. Nursing program area is in the first floor. This area has two administrative offices; a work room, seven rooms for faculty (6 FT and 3 PT); 8-bed Skills Lab, two classrooms, each accommodating 30 students, one of which is a PC classroom. Both classrooms are equipped with a ceiling projector. There are additional 16 classrooms and two PC labs on the second floor. The library is located also on the second floor, sharing 1500 sq. ft. space with the Learning Resources Center. Hours of the library covers Monday to Saturday. Library has 23 computers, and there are additional 88 computers available for student use in the PC labs. There are a collection of nursing journals and the library will have the CINAHL healthcare information research system that would allow 24/7/365 access for nursing materials. There are support staff already existing fat the college for the existing programs/students.
SS 17 – 18; Appd H	X		The Campus Nursing Director (Program Director) has 100% release time for administration of the program. 5% of this time can be used for instruction, if time permits. Asst. Director has 20% release time for assisting with administrative duties.
SS 18; Appd H	X		Asst. Director will be hired for the program.
SS 18 – 19; Appd H	X		The faculty , along with the Director, will collaboratively plan, organize, implement, and evaluate the nursing program.

APPROVAL CRITERIA

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

II. FACULTY QUALIFICATIONS

SECTION 1425

A program shall report to the board all changes in faculty including changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS	WORK COPY
SS 19 – 20	X		Program will hire faculty in each of the required content areas and will have adequate number of qualified faculty for the program implementation. Director has been hired. Asst. Director will be hired when the program is approved (April 2008); Two faculty will be hired in June 2008. Three more faculty will be added in Fall 2008 and three additional faculty in Spring 2009, a total of 9 faculty, excluding the director when the program is fully implemented..	
SS 21	X		No plans to use non-faculty individuals at this time.	
SS 21	X			
SS 21 – 22	X		Program will not exceed 1: 10 faculty to student ratio for clinical rotations. The program plans to have a ratio of 1:7, unless designated by clinical facility.	
SS 23	X			
SS 23	X			

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
III. FACULTY RESPONSIBILITIES SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	SS 26; Appd H, I	X		
	SS 26; Appd H, I	X		
IV. REQUIRED CURRICULUM; PRIOR APPROVAL SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board. SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.	SS 4 – 13; 26; Stud HB; Appd K	X		The curriculum framework is based on key core competencies developed by the NLNAC and the four categories of client needs from NCSBN. EC's curriculum framework is built on the five concepts: Nursing Process; Critical Thinking; Communication; Health Promotion; and Professional Roles. These core concepts reflect the basic needs of clients, families and communities. Maslow's hierarchy of needs and cultural diversity are other concepts integrated in the curriculum.
	SS 4 – 13; 26 – 28; Appd K	X		The NLNAC's competencies include the use of evidence based practice, development skills associated with population-based health, use of outcome measures to ensure comprehensive care, involvement of clients and families in the decision making, understanding of the role of primary care, facilitating access to effective care, and the performance of ethical and accountable behaviors in all professional activities. Cultural diversity care to adults, infants, children and the elderly in a variety of settings is built into the curriculum. The curriculum is developed to progress from simple to complex and to build on prior education and experiences of students. Program's Terminal Objectives reflect competencies per CCR 1443.5.

APPROVAL CRITERIA

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS 28; Appd L	X		The program consists of seven 12-week quarters, covering 21 months. There are 20 quarter units of prerequisites: Anatomy (6); Physiology (6); Microbiology (6) and Nutrition (2). Required Prelicensure Content: 107 quarter units; Nursing Units: 61 qt units (33 theory; 28 clinical); Sciences: 32 units [Anatomy (6); Physiology (6); Microbiology (6); Nutrition (2); Sociology (4); Psychology (4); Algebra (4)] Communications: 14 units [Therapeutic Communications (2); English I (4); English II (4); Computer Application (4)] Degree Requirements: 8 units Required units for ADN is 115 quarter units.
SS 29; Course syllabi	X		Courses for the required content are developed into theory and clinical courses being conducted concurrently. All required content areas are included: MS content, included integrated geriatrics 30 units (15 theory/15 clinical); Maternal/Child: 8 units (4 theory/4 clinical); Psych-MH: 6 units (3 theory/3 clinical); separate geriatrics: 6 units (3 theory/3 clinical).

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

- (1) nursing process;
- (2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;
- (3) physical, behavioral and social aspects of human development from birth through all age levels;
- (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
- (5) communication skills including principles of verbal, written and group communications;
- (6) natural sciences including human anatomy, physiology and microbiology; and
- (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

- (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
- (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS 8 – 11; 29 – 30; Course syllabi	X		
↓	↓		
SS 31; Appd L	X		
↓	X		1 unit = 1 hr per week; 1 quarter = 10 weeks
↓	X		1 unit = 3 hr per week; 1 quarter = 10 weeks
SS 31 - 32	X		Signed contract with St. Mary Medical Center and Catholic Healthcare West for Community Hospital of San Bernardino. There are additional clinical sites, awaiting EC's approval by this Board. Verification forms included from eight other clinical sites. Visited St. Bernardine Medical Center, San Bernardino, and Kindred Hospital Ontario.

SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.

(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;

(2) Provision for orientation of faculty and students;

(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;

(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;

(5) Provisions for continuing communication between the facility and the program; and

(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

(1) Philosophy and objectives;

(2) Clinical facilities;

(3) Learning experience; and

(4) Curriculum, instruction and evaluation of the various aspects of the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS 32; Course syllabi	X		
SS 32 – 33; sample contract.	X		
↓	↓		
SS 34; Stud Handbook	X		Students will be evaluating courses, faculty, learning experiences, and clinical sites. Policies include student participation in program's committee.
↓	↓		

APPROVAL CRITERIA

SECTION 1428(b) The program shall have a procedure for resolving student grievances.

SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.

VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS

SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS	WORK COPY
SS 35; Catalog; Stud HB	X			
SS 35; Appd K, O	X		The evaluation tool reflects the conceptual framework's core concepts, course objectives and terminal objectives.	
SS 36 – 37	X		45 Unit Option includes prerequisites of Physiology (6) and Microbiology (6), and completion of nursing courses (33 units): Advanced Med-Surg 8 units (4 theory/4 clinical); Psych-MH 6 units (3 theory/3 clinical); Med-Surg/Geriatrics 14 (7 theory/7 clinical); Leadership 3 units; and Transition 2 units.	
↓	X			
↓	X			

APPROVAL CRITERIA

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
VIII. TRANSFER AND CHALLENGE SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:	X		Mechanism are in place for providing credits for prior education and/or experience.
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X		
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

P-P-06 (Rev. 3/01)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080Submit in **DUPLICATE**.

Program Name: Everest College (New Program)	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation:	
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter <u>12</u> weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54		61
Theory	(18)	(27)		33
Clinical	(18)	(27)		28
Communication Units	6	9		14
Science Units	16	24		32 (prerequisites included in this number)
TOTAL UNITS FOR LICENSURE	58	87		107
Other Degree Requirements Strat for Success, American Lit				8
TOTAL UNITS FOR GRADUATION				115

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	Nsg 1020, Nsg 1025, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045	Care of Adult Client I Theory and Clinical; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical
Personal Hygiene	Nsg 1010, Nsg 1015, Nsg 1030, Nsg 2020, Nsg 2025	Fundamentals of Nursing Theory and Clinical; Maternal Child Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical;

Human Sexuality	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical
Client Abuse	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nursing Seminar
Cultural Diversity	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1026, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2050, Nsg 2055; Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Nsg Pharmacology; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nsg Leadership and Management Theory and Clinical; Nursing Seminar
Nutrition	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1026, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Nsg Pharmacology; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nursing Seminar
Pharmacology	Nsg 1020, Nsg 1026, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Nsg Pharmacology; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nursing Seminar

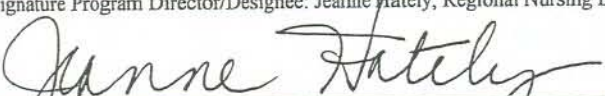
Legal Aspects	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1026, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2050, Nsg 2045, Nsg 2050, Nsg 2055, Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Nsg Pharmacology; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nsg Leadership and Management Theory and Clinical; Nursing Seminar
Social/Ethical Aspects	Nsg 1010, Nsg 1015, Nsg 1020, Nsg 1025, Nsg 1026, Nsg 1030, Nsg 1035, Nsg 2010, Nsg 2015, Nsg 2020, Nsg 2025, Nsg 2030, Nsg 2035, Nsg 2040, Nsg 2045, Nsg 2050, Nsg 2045, Nsg 2050, Nsg 2055, Nsg 2065	Fundamentals of Nursing Theory and Clinical; Care of Adult Client I Theory and Clinical; Nsg Pharmacology; Maternal Child Nursing Theory and Clinical; Mental Health Nursing Theory and Clinical; Contemporary Nsg in Community Settings Theory and Clinical; Care of the Adult Client II Theory and Clinical; Advanced Nursing Care Theory and Clinical; Nsg Leadership and Management Theory and Clinical; Nursing Seminar
Management/Leadership	Nsg 2050, Nsg 2055	Nsg Leadership and Management Theory and Clinical

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Medical-Surgical		NSG 1010, 1015; 1020, 1025; 2030, 2035; 2040, 2045	Fundamentals (3/3); Adult Client I (4/4) Adult Client II (4/4); Adv Nurs (4/4)	30 (15/15)
Obstetrical		Nsg 1030, 1035	Mat-Child Nursing ; Mat-Child Nursing Clinical	8 (4/4)
Pediatric		Nsg 1030, 1035	Mat-Child Nursing ; Mat-Child Nursing Clinical	-
Psych/Mental Health		NSG 2010, 2015	Mental Health Nursing; Mental Health Nursing Clinical	6 (3/3)
Geriatrics		NSG 1010, 1015; 1020, 1025; 2020; 2025 2030, 2035; 2040, 2045	Fundamentals Theory and Clinical (3/3); Adult Client I Theory and Clinical (4/4) ; Contemporary Nsg in Comm Settings Theory and Clinical (3/3); Adult Client II Theory and Clinical (4/4); Adv Nurs Theory and Clinical (4/4)	6 (3/3)
Pharmacology		NSG 1026	Nursing Pharmacology	3
Management/Leadership		NSG 2050, 2055	Nursing Leadership and Management	6 (3/3)
Nsg Seminar		NSG 2065	Nsg Seminar	2
BASIC SCIENCES		Total Nursing 61 (33/28)		
Anatomy		Prereq	Anatomy & Physiology I	6
Physiology		Prereq	Anatomy & Physiology II	6
Microbiology		Prereq	Microbiology	6
Societal/Cultural Pattern		SYG 2000	Sociology	4

Psychology	PSY 2012	General Psychology	4
Others:	MAT 1033; Prereq-Nutrition;	Algebra (4); Nutrition (2);	6
COMMUNICATION		Total Sciences	32
Group	MEA 1006C	Therapeutic communications	2
Verbal	MEA 1006C		
Written	ENC 1101; 1102; CGS 2167C	English Comp I; English Comp II; Computer Application (4);	4, 4, 4
		Total Communication	14
TOTAL UNITS			107

LVN 45 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	Nsg 2040, 2045	Advanced Nsg Care Theory, Advanced Nsg Care Clinical	8 (4, 4)
Psych/Mental Health	Nsg 2010, 2015	Mental Health Nsg Theory, Mental Health Nsg Clinical	6 (3, 3)
Geriatrics	Nsg 2020, 2025, 2030, 2035	Contemporary Nsg in Comm Settings Theory, Contemporary Nsg in Comm Settings Clinical	6 (3, 3)
		Care of Adult Client II Theory, Care of Adult Client II Clinical	8 (4, 4)
Management/Leadership	Nsg 2050	Nsg Leadership and Management Theory	3
Other: Transitions	Nsg 1005	LVN to RN Professional Role Transitions	2
BASIC SCIENCES			
Physiology (Prereq)		A&P II with Lab	6
Microbiology (Prereq)		Microbiology with Lab	6
TOTAL UNITS			45
Signature Program Director/Designee: Jeanne Hatley, Regional Nursing Director		Date:	
		January 28, 2008	

TOTAL CURRICULUM PLAN

.DP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: EVEREST COLLEGE (NEW PROGRAM)												Date Submitted: 11/9/2007							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: Apr-08													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:							
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk:		12			
												Lecture		Lab		Total Hours			
Quarter/Semester Quarter 1												Total Units	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab	
	M	S	O	C	P	G	**Wk:												
ENC 1101-Eng Comp I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4	4	0	0	40.0	0.0					
CGS 2167c Comp App	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	3	3	2	20	30.0	20.0					
MEA 1006C Ther Com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	2	2	2	0	0	20.0	0.0					
SLS 1105 Strat Succ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4	4	0	0	40.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								14	13.0	13.0	2.0	20.0	130.0	20.0					
Quarter/Semester Quarter 2																Total Hours			
	M	S	O	C	P	G	**Wk:												
MAT 1033 Coll Alg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0					
NSG 1010 Fun Nsg	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	3.0	3.0	0.0	0.0	30.0	0.0					
NSG 1015 Fun Nsg Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	0.0	0.0	3.0	9.0	0.0	90.0					
ENC 1102 Eng Comp II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								14	11.0	11.0	3.0	9.0	110.0	90.0					
Quarter/Semester Quarter 3																Total Hours			
	M	S	O	C	P	G	**Wk:												
NSGP 1026 Pharm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	3	3.0	3.0	0.0	0.0	30.0	0.0					
NSGP 1020 Nsg Adult I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	4.0	4.0		0.0	40.0	0.0					
NSGP 1025 Nsg Adult I Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4		0.0	4.0	12.0	0.0	120.0					
SYG 2000 Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								15	11.0	11.0	4.0	12.0	110.0	120.0					

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
// in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

DP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: EVEREST COLLEGE (NEW PROGRAM)										Date Submitted: 11/9/2007				
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not/Approved By: _____ Date: _____				
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Apr-08									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4					Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter					*Wk: 10				
							Lecture		Lab		Total Hours			
Quarter/Semester							Total	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab	
Quarter 4 YEAR 1														
	M	S	O	C	P	G	**Wk:							
PSY 2012 Gen Psy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0
Nsg 1030 Mat Child	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0
Nsg 1035 Mat Child CI	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	0.0	0.0	4.0	12.0	0.0	40.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0.0	0.0	0.0	0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0.0	0.0	0.0	0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0
Total								12	8.0	8.0	4.0	12.0	80.0	40.0
Quarter/Semester														
Quarter 5 YEAR 2														
	M	S	O	C	P	G	**Wk:							
Nsg 2010 Mental H Nsg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	3.0	3.0	0.0	0.0	30.0	0.0
Nsg 2015 Men H Nsg CI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	0.0	0.0	3.0	9.0	0.0	90.0
Nsg 2020 Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	3.0	3.0	0.0	0.0	30.0	0.0
Nsg 2024 Community CI	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	0.0	0.0	3.0	9.0	0.0	90.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1							
Total								12	6.0	6.0	6.0	18.0	60.0	180.0
Quarter/Semester														
Quarter 6 Year 2														
	M	S	O	C	P	G	**Wk:							
AML Amer Lit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0
Nsg 2030 Nsg Adult II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	4.0	0.0	0.0	0.0	40.0	0.0
Nsg 2035 Nsg Adult II CI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	0.0	0.0	4.0	12.0	0.0	120.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0		0.0	0.0	0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0.0	0.0		0.0	0.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0		0.0	0.0	0.0	0.0	0.0
Total								12	8.0	4.0	4.0	12.0	80.0	120.0
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4														
Quarter/Semester							Total	Lecture		Lab		Total Hours		
Quarter 7 YEAR 2								Units	Hr/Wk	Units	Hr/Wk	Lec	Lab	
	M	S	O	C	P	G	**Wk:							
Nsg 2040 Adv Nsg Care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	4.0	4.0	0.0	0.0	40.0	0.0
Nsg 2045 Adv Nsg Care CI	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	0.0	0.0	4.0	12.0	0.0	120.0
Nsg 2050 Nsg Lead Mgmt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	3	3.0	3.0	0.0	0.0	30.0	0.0
Nsg 2055 Nsg Lead Mg CI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	3	0.0	0.0	3.0	9.0	0.0	90.0
Nsg 2065 Nursing Seminar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	2	2.0	2.0	0.0	0.0	20.0	0.0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1			0.0		0.0	0.0	0.0	
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1			0.0		0.0	0.0	0.0	
							Total		16	9.0	9.0	7.0	21.0	90.0	210.0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

INTRODUCTION

The Everest College Associate Degree Nursing Program abides by all information and policies provided in the *Employee Handbook*. The *Nursing Faculty Handbook* is intended to supplement the college handbook, providing nursing faculty with additional policies, procedures, and information specific to the nursing program. The nursing faculty will also be familiar with the *Nursing Student Handbook* for program information and policies related to students.

ACCREDITATION AND LICENSURE

- Everest College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award associate degrees. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The Accrediting Council for Independent Colleges and Schools is located at 750 First Street, NE, Suite 980, Washington, D.C. 20002 (202) 336-6780.
- Everest College is also approved by the California Department of Consumer Affairs.

EVEREST COLLEGE- MISSION AND OBJECTIVES

As an institution of higher education, Everest College offers high-quality, specialized academic, occupational and vocational education that prepares students to meet the expectations of the employment world and become better informed citizens capable of meaningful participation in modern society.

The purposes of the College derived directly from the mission statement are to:

1. Provide curricula that prepare students for career-oriented positions and meet the needs of employers;
2. Provide students with career-planning opportunities and assistance with job placement;
3. Provide student support programs including placement exams, educational assessment, and academic advising;
4. Provide credit and non-credit continuing education courses;
5. Integrate general educational objectives into each program, as well as specific general educational electives for degree-seeking students; and
6. Secure articulation or other cooperative agreements for students wishing to continue their education at other two- and four-year institutions.

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

GOALS

In order to assure continued fulfillment of its mission, Everest College has established the following goals:

1. Everest College will continually improve its educational process at all levels and seek to impart essential skills, competencies, and attitudes that students need for successful careers and for continued study.
2. The College shall strive to develop in all students the intellectual potential that will lead them to realize their capacities for independent thinking, intelligent decision making, and individual expression of opinions.
3. Everest College is committed to quality in teaching and excellence in education and to this means shall seek qualified faculty who will bring excitement to the classroom and stimulate enthusiasm and eagerness for learning in the student.
4. By providing positive role models, emotional support, and opportunities to develop new and beneficial relationships, Everest College shall strive to develop mature citizens who contribute to their communities.
5. Everest College assists graduates in securing career-related employment.

SCHOOL OF NURSING

The mission, philosophy, and outcomes of the associate degree nursing program are congruent with those of Everest College, reflect professional standards and guidelines, and consider the needs and expectations of the community.

Mission Statement

- The Nursing Faculty are dedicated to preparing outstanding professional nurses committed to excellence and innovation in the delivery and management of evidence-based health care through creative, collaborative and culturally focused educational programs.
- The Nursing Faculty's educational effort is directed to providing high quality student-centered programs of instruction which prepare superb professional nurses to meet basic health care needs while maintaining full regulatory compliance with State Board of Nursing and Accreditation agencies.
- This Nursing Faculty seeks to develop and transmit knowledge regarding nursing practice and health, illness and healing through dynamic programs of nursing education and practice.

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

Philosophy/Purpose

The philosophy and purpose of the Associate Degree Program in Nursing is based on the belief that individuals are wholistic beings who possess unique physiological, psychological, socio-cultural, and spiritual qualities. Individuals continually interact with the environment, thereby learning and adapting to achieve optimum health.

Health is a dynamic state of wellness or system stability in which individuals adapt to changes in the internal and external environments to maintain harmony between their physiological, psychological, social-cultural, and spiritual states. Responsibility for health/illness care is shared mutually by providers and individuals receiving care. Health attainment, maintenance, restoration, and quality care are rights of each individual regardless of race, religious beliefs, nationality, social, or financial status.

Society has the responsibility to its members both individually and collectively to provide an environment that fosters health promotion, attainment, maintenance, and restoration. Society must strive to achieve optimal care within a legal and ethical framework while managing economic restraints and technological advances in health care. Environment is viewed as an open system within which the individual interacts continuously. It has both internal and external components, which are affected by changes within the physical, emotional, spiritual, economic, and cultural state of the individual.

Nursing is both an art and science and nurses provide nursing care within their scope of practice. It is a unique profession that deals with all of the dynamics affecting individuals and views the individual as a wholistic being (Bio-psycho-social-spiritual). Nurses collaborate with other members of the health care team to encourage individuals to participate in their care. The foundation of nursing practice is the nursing process, which the nurse uses to assist individuals and families to attain mutually agreed upon goals.

Associate degree nurses provide care within their scope of practice. The nursing process is used for assessing, diagnosing, planning, implementing, and evaluating of health care services and care of the individual. Since the delivery of health care is dynamic, the registered nurse evaluates individuals based on their goal achievement, need for reassessment and refocus of priorities with the ultimate end of setting new goals. Care is given within a sound legal and ethical framework.

The Associate Degree nurse is expected to develop necessary skills for collaboration with members of the health care team including the client, family and/or significant others.

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

Teaching-Learning Process

Learning is a continuous, active, lifelong process. Learning progresses sequentially from simple to complex and results in behavioral changes in cognitive, psychomotor, and affective domains. Nurses seek educational resources that provide opportunities for learning experiences that maintain and enhance knowledge and skills, as well as those that foster continued competence, nursing practice and increased professional growth.

The teaching-learning process is at its best when students actively participate in their learning experiences and take responsibility for achieving programmatic competencies. In this process the teacher is a facilitator, coach, counselor, and resource person. Furthermore, the teacher and student share the responsibility of building an atmosphere that fosters a learning community that promotes intellectual curiosity, critical and analytical thought, and individual creativity. To that end, the faculty uses a variety of teaching techniques to accommodate students from diverse backgrounds and experiences.

Hence, nursing education is both a system and a process. Students bring with them a broad range of experiences as well as their ability to respond to and adapt to ongoing inputs and expected behavioral changes. These inputs awaken students to their ability to deliver nursing care. The Nursing Faculty are committed to facilitating this process through their monitoring the teaching-learning environment to ensure optimal experiences and evaluating the students and program to achieve the outcome of safe and effective practitioners of nursing.

Conceptual Framework

Based on the philosophy the Nursing Faculty has selected the following concepts in which the nursing program is structured.

- Nursing Process -- Nursing Process is integral to nursing practice. The five steps of the nursing process assessment, diagnosing, planning, implementation and evaluation provide the framework for delivery of client care and is the structure for course content in the nursing program.
- Critical Thinking -- The process of purposeful, self-regulatory judgment. This process gives reasoned consideration to contexts, evidence, conceptualizations, methods and criteria. Critical thinking, in conjunction with the nursing process is the basis for clinical decision making.

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

- Communication - Communication is a dynamic, interactive process which encompasses the teaching/learning process. It is essential in collaborating with members of the healthcare team to meet the needs of clients. Effective oral, written and non-verbal communication skills are integral to apply the nursing process, to impart health promotion practices, and to teach clients. Teaching and learning techniques are incorporated throughout the program. Nursing students use therapeutic communication techniques with clients, families and groups to further self-care.
- Health Promotion - Activity by the learner that facilitates optimal health states for individuals, families and communities that sustain or increase wellness.
- Professional Role - The Associate Degree Nurse is a provider of care, manager of care and member of the discipline of nursing. The nurse adheres to ethical and legal standards of the nursing profession and applies knowledge of the biopsychosocial and scientific principles when providing competent care. The nurse collaborates with and delegates to others to manage care of groups of individuals and families in a variety of healthcare settings.

In this Associate Degree Nursing program, utilizing the conceptual framework which is based on the 5 concepts, the student is introduced to the care of individuals with special and more complex needs throughout the life span. This program will prepare the nursing student to assume the role of the registered nurse in the ever-evolving health care field. The program includes a focus on theories, concepts, and principles of nursing. It also delves into the important area of leading and managing as well as pertinent legal issues faced by nursing leaders and managers. Emphasis will be on the methods to become an effective leader/manager including interpersonal skills needed for effective leadership and management of the different types of organizations delivering health care and outcomes management. A graduate of this nursing program will be prepared to assume the role of health provider in a global society. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients. At the completion of this program, the nursing student will be prepared to take the NCLEX-RN exam for registered nursing licensure. Once licensed, the individual may use the title of Registered Nurse.

Program Terminal Objectives

Upon completion of the Everest Associate Degree Nursing Program, the graduate will:

- Apply the nursing process in managing the care for clients, groups and families in a variety of healthcare settings.

Associate Degree Nursing Faculty Handbook

Everest College-Ontario Metro

July 2007

- Incorporate critical thinking when managing care for clients, groups and families in a variety of healthcare settings.
- Apply effective communication skills to establish and maintain therapeutic and professional relationships in managing care for clients, groups and families in a variety of healthcare settings.
- Integrate principles of human development when providing nursing care for clients, groups and families across the life span.
- Incorporate knowledge of cultural and socioeconomic factors in the management of nursing care for clients, groups and families in a variety of healthcare settings.
- Practice safety within the role of the Associate Degree Nurse as a:
 - Provider of care by:
 - Integrating biopsychosocial and scientific principles when providing technically competent care for clients, groups and families in a variety of healthcare settings.
 - Manager of care by:
 - Collaborating as a member of the healthcare team to manage the care of clients, groups and families in a variety of healthcare settings.
 - Delegate activities to manage the care of clients, groups and families in a variety of healthcare settings.
 - Member of the discipline of nursing by:
 - Practicing within the ethical and legal framework of the profession of nursing.
 - Formulating a plan for continuing professional development.

Everest College Nursing Program Level Objectives

The following chart is reflective of Level objectives for the students in the nursing program at Everest College.

LEVEL	Nursing Process	Provider of Care	Manager of Care	Critical Thinking	Communication	Health Promotion	Professional Role
<u>Level I</u> NSG 1010, 1015, 1020, 1025, 1026	Understands and uses the components of the nursing process as a framework for nursing care.	Performs safe, basic nursing care to individual clients.	Identifies appropriate resources for the delivery of client care. Establishes priorities when providing nursing care to non-complex clients.	Incorporates knowledge from basic sciences and humanities in developing plans of care for adult/geriatric clients.	Identifies and uses basic verbal and non verbal communication skills with clients and the health care team. Identifies and documents basic components of the nursing process for an individual client according to established standards.	Explains and applies principles of health promotion when caring for individual clients.	Identifies the roles and responsibilities of the professional nurse.

Everest College Nursing Program Level Objectives

LEVEL	Nursing Process	Provider of Care	Manager of Care	Critical Thinking	Communication	Health Promotion	Professional Role
Level II NSG 1030, 1035, 2010, 2015, 2020, 2025	Applies the nursing process when caring for clients and/or families.	Uses systematic processes and appropriate resources to assist clients to meet health needs in an evolving health care system.	Uses appropriate resources for the delivery of client/family nursing care. Establishes priorities when providing nursing care to culturally diverse clients and/or families.	Utilize critical thinking to analyze the health needs and effectiveness of nursing care and treatment provided to diverse populations.	Uses a variety of age-appropriate therapeutic communication techniques when caring for clients and/or families. Accurately documents components of the nursing process according to established standards for clients and/or families.	Incorporate age-appropriate health promotion activities when caring for clients and/or families.	Discusses the role of the nurse and utilizes legal standards of practice when caring for diverse populations.
Level III NSG 2030, 2035, 2040, 2045, 2050, 2055, 2060	Evaluates the effectiveness and modifies components of the nursing process as needed when caring for complex clients.	Selects evidenced-based strategies when caring for clients and/or families.	Collaborates with other members of the team to determine the effectiveness of resources used in delivery of care to complex clients.	Synthesizes knowledge from natural sciences, technology, humanities and previous nursing courses as a foundation for providing advanced nursing care.	Engages in complex interactive processes and documentation methods which lead to therapeutic and effective relationships and outcomes with clients and others.	Designs risk reduction interventions when caring for complex clients.	Uses self evaluation to critique own nursing practice according to legal/ethical standards of care.

Everest College-Glendale
Associate Degree Nursing Program

Correlation Between Nursing Program Outcome Goals and Professional Standards and Guidelines

<u>Everest College Nursing Program Outcome Goals</u>	<u>NLN ADN Competencies</u>	<u>ANA Code of Ethics</u>	<u>NCLEX Test Plan</u>	<u>CCR 1443.5</u>
<p>General Education Courses: Supportive of and springboard for nursing core courses.</p> <p>In the following courses: Fundamentals of Nursing, Nursing Pharmacology and Care of the Adult Client I, nursing students learn about the professional nursing concepts of safe client care, using the nursing process, learn the important role of client advocate and develop competencies based on our conceptual framework of the nursing process, critical thinking by correlating knowledge from social, biological and physical sciences, communication, health promotion and professional role. All courses stress a wholistic, culturally diverse approach to all client care.</p>	<p>Nurses use evidenced-based practice and understand the role of primary care in delivering nursing care to clients.</p> <p>Nurses should promote healthy lifestyles, practice prevention and wellness care, understand the role of and emphasize primary care and assess and use communications and technology effectively and appropriately.</p>	<p>The nurse practices with compassion and respect for the inherent dignity, worth and uniqueness of everyone regardless of social or economic status, personal attributes or health conditions.</p>	<p>The nurse promotes achievement of client goals by providing nursing care enhancing the delivery of care to protect clients, family and other health care members. (Safe Effective Care Environment). The nurse promotes physical health and wellness by providing comfort and care, reducing risk potential and managing alterations in health. (Physiological Integrity) The nurse provides care of the client and family that incorporates the knowledge of expected growth and development principles, prevention of early detection of health problems and health promotion strategies. (Health Promotion and Maintenance) Nurses also promote, through nursing care, the emotional, mental and social well-being of the client and family experiencing the effects of stressful events. (Psychosocial Integrity)</p>	<p>A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:</p> <ul style="list-style-type: none"> ▪ formulates a nursing diagnosis observation of the client's physical condition and behavior ▪ through interpretation of information obtained from the client and others, including the health team ▪ formulates a care plan in collaboration with client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for the disease prevention and restorative measures. ▪ acts as a client's advocate, as circumstances require by initiating action to improve health care or

Everest College-Ontario
Associate Degree Nursing Program
Correlation Between Nursing Program Outcome Goals and Professional Standards and Guidelines

				to change decisions or activities which are against the interests or wishes of the client, and by giving the client, the opportunity to make informed decisions about health care before it is provided.
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Everest College-Garfield
Associate Degree Nursing Program
Correlation Between Nursing Program Outcome Goals and Professional Standards and Guidelines

<u>Everest College Nursing Program Outcome Goals</u>	<u>NLN ADN Competencies</u>	<u>ANA Code of Ethics</u>	<u>NCLEX Test Plan</u>	<u>CCR 1443.5</u>
General Education Courses: Supportive of and springboard for nursing core courses.				
In the nursing courses Care of the Adult Client II, Maternal Child Nursing and Mental Health Nursing the student continues, through evidenced- based practice, to develop professional nursing concepts based on the conceptual framework foundation in furthering information from the theory learned and clinical skills practiced. Client & family teaching and collaboration with other members of the health care team is further developed and practiced to provide wholistic nursing care.	Nurses should provide evidenced-based, clinically competent, contemporary care and be willing to function in new healthcare settings and interdisciplinary team arrangements designed to meet the health care needs of the client and the public	The nurse collaborates with other health care professionals in promoting efforts to meet health care needs.	(Safe Effective Care Environment) (Physiological Integrity) (Health Promotion and Maintenance) (Psychosocial Integrity)	A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows: <ul style="list-style-type: none"> ▪ performs skills essential to the kind of nursing action to be taken ▪ explains the health treatment to the client and family ▪ teaches the client and family how to care for the client's health needs ▪ evaluate the effectiveness of the care through observation of the clients physical condition and behavior; signs and symptoms of illness and reaction to treatment through communication with the client and the health team members ▪ modify the plan as needed

Everest College-Ontario
Associate Degree Nursing Program
Correlation Between Nursing Program Outcome Goals and Professional Standards and Guidelines

<u>Everest College Nursing Program Outcome Goals</u>	<u>NLN ADN Competencies</u>	<u>ANA Code of Ethics</u>	<u>NCLEX Test Plan</u>	<u>CCR 1443.5</u>
General Education Courses: Supportive of and springboard for nursing core courses.				
Contemporary Nursing in Community Settings, Advanced Nsg Care and Nsg Leadership & Management are the final courses in the core curriculum that further promote and build on the competencies learned throughout the program. Students display leadership qualities in dealing with other members of the health care team and clients through effective, professional communication (verbal, written, technology). Leadership is also shown through professional behaviors, client teaching, use of the nursing process and the ability to delegate tasks to other members of the team based on the legal scope of practice.	Nurses should care for the community's health and be able to work with others in the community, provide evidenced-based, clinically competent, contemporary care.	The nurse's primary commitment is to the client whether an individual, family or community. The nurse as leader is accountable and responsible for individual nursing practice and determines the appropriate delegation of tasks in order to provide optimum client care.	(Safe Effective Care Environment) (Physiological Integrity) (Health Promotion and Maintenance) (Psychosocial Integrity)	A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows: <ul style="list-style-type: none"> ▪ delegates tasks to subordinates based on legal scopes of practice of the subordinates and on the preparation and capability needed in the task to be delegated ▪ effectively supervises nursing care given by subordinates

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Appendix A Correlation Document CA 2008-0119.doc

Everest College-Oakland
Associate Degree Nursing Program
Correlation Between Nursing Program Outcome Goals and Professional Standards and Guidelines

<u>Everest College Nursing Program Outcome Goals</u>	<u>NLN ADN Competencies</u>	<u>ANA Code of Ethics</u>	<u>NCLEX Test Plan</u>	
General Education Courses: Supportive of and springboard for nursing core courses.				
The final course is the Nursing Seminar which is a review of all materials learned in the program by the nursing student to prepare for licensure as a registered nurse in the state of California.			(Safe Effective Care Environment) (Physiological Integrity) (Health Promotion and Maintenance) (Psychosocial Integrity)	

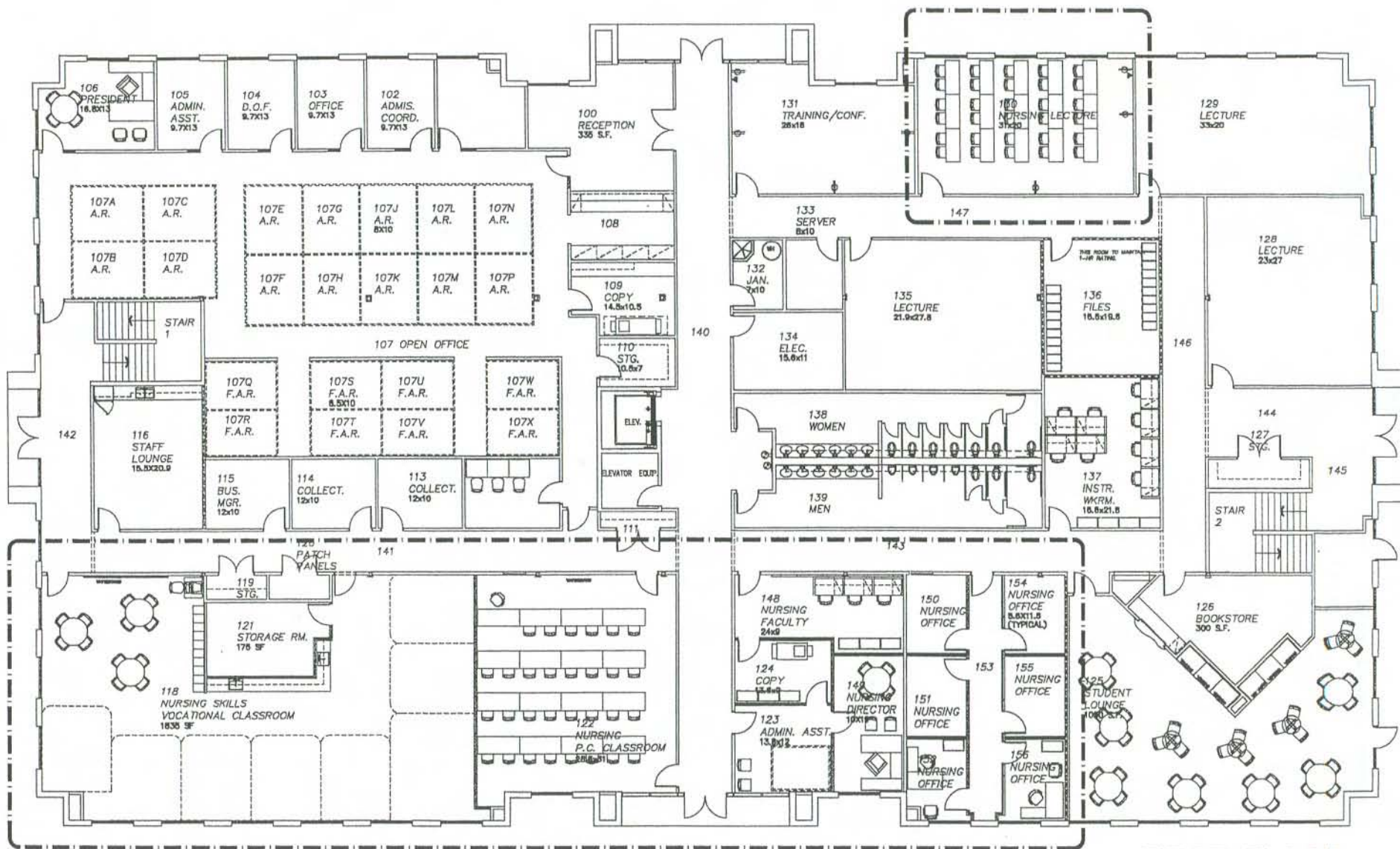
Everest College Associate Degree Program **Curriculum Concepts Table**

The following table captures the key curriculum concepts of Everest College Associate Degree Nursing Program and the courses where these concepts can be found.

Nursing Courses	Therapeutic Nursing Interventions	Critical Thinking	Communication	Health Promotion	Professional Role
NSG 1010 Fundamentals of Nsg	X	X	X	X	X
NSG 1020 Care of the Adult Client I	X	X	X	X	X
NSG 1030 Maternal Child Nsg	X	X	X	X	X
NSG 2010 Mental Health Nsg	X	X	X	X	X
NSG 2020 Contemporary Nsg in Community Settings	X	X	X	X	X
NSG 2030 Care of the Adult Client II	X	X	X	X	X
NSG 2040 Advanced Nsg Care	X	X	X	X	X
NSG 2050 Nsg Leadership & Management	X	X	X	X	X



EVEREST COLLEGE
 ONTARIO, CALIFORNIA
 NURSING 5/3/07



FIRST FLOOR



EVEREST COLLEGE

1819 S. EXCISE - ONTARIO, CALIFORNIA
NURSING - 5/3/07

Clinical Summary Sheet
Everest College-Ontario

Type of Clinical Experience	Name of Facility (# of students)	AvgDaily Census	Total # of Faculty	Total Hours Per Week
Quarter II: Fundamentals- (Need 30) OK July-Oct 08	St. Mary's Hosp (5 students x 5 units=25)	125		8 to 16
	Glendale Mem (4 x 2 units=8)	32		8 to 16
	SBMC (10)	30		8 to 16
	Kindred (10)	78		8 to 16
	Plott Nsg Home (12)	170		
	TOTAL: 65			
Quarter III: Med Surg I- (Need 30) OK Oct-Dec 08	St. Mary's Hosp (5 students x 5 units=25)	125		8 to 16
	Glendale Mem (4 x 2 units=8)	32		8 to 16
	SBMC (10)	30		8 to 16
	Kindred (10)	78		8 to 16
	San Dimas (12)	33		
	TOTAL: 65			
Quarter IV OB (Split-Need 15) OK Jan-Apr 09 END OF YEAR ONE	St. Mary's Hosp (3)	20-23		8 to 16
	Glendale Mem (8)	15		8 to 16
	Inland Midwife Svcs (4)	15		8 to 16
	San Dimas (3)	4		
	TOTAL: 18			
Quarter IV Peds (Split-Need 15)OK Jan-Apr 09 END OF YEAR ONE	Totally Kids Spec HC (10 per shift-2 shifts=20)	40		8 to 16
	Inland Midwife Svcs (4)	15		8 to 16
	TOTAL: 24			
Quarter V MH (Split-Need 15)OK Apr-July 09	Patton State H. (15)	200		8 to 16
	Plott NH (5)	30		8 to 16
Quarter V Community (Split-Need 15) Apr-July 09	TBD			8 to 16
	TOTAL:			8 to 16
Quarter VI Med Surg II (Need 30) OK July-Oct 09	St. Mary's Hosp (5 students x 5 units=25)	125		8 to 16
	Glendale Mem (4 x 2 units=8)	32		8 to 16
	SBMC (10)	30		8 to 16
	TOTAL: 43			8 to 16
Quarter VII Adv Nsg Care (Crit Care, Special Care) (Split-Need 15) Oct-Dec 09	SBMC (Tele: 10)	45		8 to 16
				8 to 16
				8 to 16
				8 to 16
	TOTAL: 10			8 to 16

EVEREST COLLEGE
1819 Excise Ave, Ontario, California 91761

Miyo Minato
1170 Durfee Ave, Suite G
South El Monte, CA 917334400

March 14, 2008

Dear Miyo

Enclosed are the original notes from Health Care and Community Agencies willing to provide clinical experiences for the ADN students at Everest College - some of them are affirmations of their previous agreement and some of them are new.

There is one form from a Home Health Care Agency which is still in the process of getting to me. Ruth Abbott, our National Nursing Director has it and will be giving it to me this weekend. I will overnight Fed Ex it to you on Monday. Other than this, all original "letters of commitment" are enclosed. Also, on Monday, I will e-mail scanned documents to you so you have the information electronically, as well as hard copy.

If you have any questions or concerns, please call me on my business cell at 714-791-3526.

Thank you so much for your wise guidance and support. I look forward to seeing you on Thursday, next week.

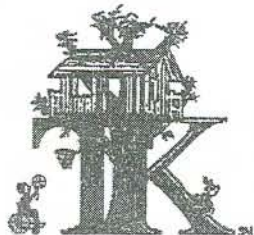
Sincerely,



Martha Keough, MSN, RN
Campus Nursing Director
Everest College
1819 Excise Ave.
Ontario, CA
mkeough@cci.edu
714-791-3526

Clinical Summary Sheet
Everest College-Ontario April 2008 start

Type of Clinical Experience	Name of Facility (# of students)	AvgDaily Census	Total # of Faculty	Total Hours Per Week
Quarter II: Fundamentals- (Need 30) OK July-Oct 2008	St. Mary's Medical Center (5 students x 4 units=20)	125		16
	Glendale Mem Hosp(4 x 2 units=8)	32		16
	Kindred (10)	78		16
	Plott Nsg Home (10)	170		16
	TOTAL: 48			
Quarter III: Med Surg I- (Need 30) OK Oct to Dec 2008	St. Mary's Medical Center (5 students x 4 units=20)	125		16
	Glendale Mem Hosp (4 x 2 units=8)	32		16
	Kindred (10)	78		16
	Plott NH (10)	170		16
	TOTAL: 48			
Quarter IV OB (Split-Need 15) OK Jan-Apr 2009	St. Mary's Medical Center (7)	20-23		16
	Glendale Mem Hosp(8)	15		16
	TOTAL: 15 X 2			
Quarter IV Peds (Split-Need 15)OK Jan-Apr 2009	St. Mary Medical Center (7)	20-23		16
	Loma Linda Children's Center (20)	135+		16
	TOTAL: 27 X 2			
END OF YEAR ONE				
Quarter V MH (Split-Need 15)OK Apr to July 2009	Patton State H. (15)	200		16
	Plott NH (5)	30		16
	TOTAL: 20 X 2			
Quarter V Community (Split-Need 15) Apr to July 2009	Linda Valley Villa (15)	120		16
	Loma Linda Children's Center (20)	135+		16
	Home Health Care (5)			16
	TOTAL: 40 X 2			
Quarter VI Med Surg II (Need 30) OK July to Oct 2009	St. Mary's Med Center (5 students x 4 units=20)	125		16
	Glendale Mem Hosp (4 x 2 units=8)	32		16
	Plott NH (10)	170		16
	Kindred (10)	78		16
	TOTAL: 48			
Quarter VII Adv Nsg Care (Crit Care, Special Care) (Split-Need 15) Oct to Dec 2009	St. Mary Med Center (20)	125		16
	Kindred (10)	78		16
	Plott NH (10)	170		16
	Glendale Mem Hosp(8)	32		16
	TOTAL: 48			



Totally Kids®
Specialty Healthcare - Sun Valley

License # 920000129

10716 La Tuna Canyon Road Sun Valley, California 91352 • (818) 252-5863 • Fax (818) 252-6450

March 12, 2008

MARTHA KEOUGH, MSN, RN
Campus Nursing Director
Everest College

Dear Ms. Keough,

MVCCInc. dba Totally Kids Specialty Healthcare - Sun Valley is a Pediatric Subacute Facility that is committed to provide the needs and a quality of life of our children that are technology dependent, medically fragile, and developmentally delayed. We are proud of the quality of care that we provide because of our pool of compassionate nurses.

One of our visions is to see more dedicated and competent nurses in the industry, thus we support schools like Everest College in training more nurses to respond to the needs of the healthcare industry. In line with this I am happy to let you know that we may be able to accommodate 10 students for their Pediatric Clinical Rotation in 2009. Please contact us on or before January of 2009 to arrange for the schedule.

We have done this in the past and we will continue to do so as we hope to see new breed of RNs joining our community in serving the special needs of children like ours.


REYNALDO MANGABAT
Education Coordinator

CHANCELLOR
HEALTH CARE INC.

To the California State Board of Nursing:

This is a letter of commitment stating that Linda Valley Villa, 11075 Benton Street, Loma Linda, CA 92354, a Chancellor Health Care facility, agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate 15 students during each of 2/ 6 week sections of Contemporary Nursing in Community clinicals from April 2009 to July 2009.

Janne Muroch, RN, MS ; Vice President ; 3/7/08
Name Title Date



BOARD OF REGISTERED NURSING

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TELEPHONE (916) 322-3350

www.rn.ca.gov



Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: <i>EVEREST College</i> <i>1819 Excise Avenue</i> <i>Ontario, CA 91761</i>	Name of Director/Designee: <i>MARTHA KEUGH</i> Telephone Number: <i>714-791-3526</i>
Name of health care facility: <i>Linda Valley Villa</i> Type of health care facility (Acute, OPD, SNF, etc.): <i>Independent Living Retirement Community</i> Average Daily Census for the agency: <i>120</i>	Name of Director of Nursing/Designee: <i>Roni Luluaga Administrator</i> Telephone Number: <i>909-796-7501</i>

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					<i>X</i>
Average daily census for each area					<i>120</i>
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					<i>5 administrative</i> <i>30 support</i>
Number of students placed in the unit at any one time.					<i>15</i>
Identify shifts and days available for placement of students in the program					<i>Days & evenings</i> <i>M-F</i>

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
<i>Loma Linda University School of Nursing</i>	<i>RN</i>	<i>5-7</i>	<i>2-3</i>	<i>each quarter</i>	<i>four & interview</i>

Checklist for starting in a new clinical facility:

Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.

Signed contract on file, prior to starting

Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

<i>RJH</i>	<i>3-7-2008</i>
Signature of Program Director/Designee	Date



C A L I F O R N I A D E P A R T M E N T O F

Mental Health

Patton State Hospital

Memorandum

To: California Board of Registered Nursing

Date: March 4, 2008

From: Eliseo Reyes Jr., RN
Psychiatric Nursing Education
Director

Telephone: (909) 425-6152

Subject: Clinical Rotation Site

This is a letter of commitment stating that Patton State Hospital, 3102 Highland Ave., Highland, CA, agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate up to 15 students for each section of Mental Health clinicals from April 2009 to July 2009.

Sincerely,

Eliseo Reyes Jr., RN, PhD



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www.nr.ca.gov



Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: Everest College, 1819 S. Excise Avenue, Ontario, CA 91761	Name of Director/Designee: Jeanne Hatley, PhD, MSN, RN, Regional Nursing Director Telephone Number: 714.943.7276
Name of health care facility: PATTON STATE HOSPITAL Type of health care facility (Acute, OPD, SNF, etc.): FORENSIC PSYCHIATRIC / MENTAL HEALTH Average Daily Census for the agency: 1,400	Name of Director of Nursing Designee: REGINA OLIVERA, CNS Telephone Number: (909) 425-7885

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					
Average daily census for each area				200	
Average personnel staffing for the shift for a unit (include number of RNs, LVNs, CNAs, separately)				60	
Number of students placed in the unit at any one time				15	
Identify shifts and days available for placement of students in the program				0700-1500	

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
SAN BDD VALLEY COLL.	PT	30	W, T, F	F, S	Program 3, 7
VICTOR VALLEY COLL.	RN	15	T, Th	F, S	Program 3
CONCORDIA COLLEGE	LVN	20	Th, Fr	F, S	Program 6
CAL STATE SN - BDD	RN	15	T, Th	F, S	Program 4

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual facility/facility staff meeting, Dean/Director conferences each semester.

Signature of Program Director/Designee: <i>E. Terry</i>	Date: 2/23/07
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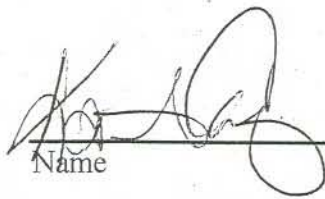
(909) 425 6152

EDP-P-14



To the California State Board of Nursing:

This is a letter of commitment stating that Loma Linda Children's Center, 25228 Shepardson Drive, Loma Linda, CA 92354 agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate 20 students during each of 2 / 6 week sections of Maternal Child Nursing January 2009 to April 2009. In addition we will accommodate 20 students during each of 2 / 6 week sections of Contemporary Nursing in Community clinicals from April 2009 to July 2009.


Name


Title


Date



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Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: <i>Everest College</i> <i>1819 Excise Avenue</i> <i>Ontario, CA 91761</i>	Name of Director/Designee: <i>MARTHA KEOUGH</i> Telephone Number: <i>714-791-3526</i>
Name of health care facility: <i>Loma Linda Children's Center</i> Type of health care facility (Acute, OPD, SNF, etc.) <i>Children's Care Center</i> Average Daily Census for the agency:	Name of Director of Nursing/Designee: <i>Katherine Cartagena MHA</i> Telephone Number: <i>909-558-4568</i>

Also available for Community NSG.

	Medical-Surgical	Obstetrics	Pediatrics <i>Child Care</i>	Psych-Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)			X		
Average daily census for each area			<i>Infant Toddler 20</i> <i>Preschool 115</i> <i>135+</i>		
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)		<i>Teachers 6.5 Infant Toddler</i>	<i>Teachers 14 Pre School</i>		
Number of students placed in the unit at any one time.			<i>20 Kindergarten 1 teacher</i> <i>20 Total</i> <i>(2x10 units)</i>		
Identify shifts and days available for placement of students in the program			<i>DAYS</i> <i>M-F</i>		

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
<i>Loma Linda University Med Center</i>	<i>Resident Physicians</i>				<i>Will not interfere with nursing students</i>
	<i>Speech Path</i>				
	<i>OT & PT</i>				

Checklist for starting in a new clinical facility:

Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.

Signed contract on file, prior to starting

Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

<i>[Signature]</i> Signature of Program Director/Designee	<i>3-6-2008</i> Date
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To the California State Board of Nursing:

This is a letter of commitment stating that Kindred Hospital, 550 North Monterey Avenue, Ontario, CA 91764 agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate 10 students for the Fundamentals, Medical Surgical and Leadership / Management clinicals from July 2008 to December 2009.

<i>Patricia R. Rood RN, MSN</i>	<i>Director of Education</i>	<i>3-7-2008</i>
Name	Title	Date

STATE OF CALIFORNIA - STATE AND CONSUMER SERVICES AGENCY

Arnold Schwarzenegger, Governor



BOARD OF REGISTERED NURSING

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www.m.ca.gov



Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: Everest College, 1819 S. Excise Avenue, Ontario, CA 91761	Name of Director/Designer: Jeanne Hatchly, PhD, MSN, RN, Regional Nursing Director Telephone Number: 714.943.7276
Name of health care facility: Kindred Hospital Ontario Type of health care facility (Acute, OPD, SNF, etc.): Long Term Acute Care Average Daily Census for the agency: 71	Name of Director of Nursing/Designer: Carol Petty, CCO Telephone Number: 909-391-0333 (4P04)

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	X				X
Average daily census for each area	25-27				15
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)	3 RNs 3 LVNs 3 CNAs				2 RN 1 LVN 2 CNA
Number of students placed in the unit at any one time	10				10
Identify shifts and days available for placement of students in the program					

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
Loma Linda University	RN	10	12	Fall/Spr.	Wing 5
Baldy Regional Hosp	LVN	10	6	Fall/Spr.	Wing 5, 6, 7

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/facility/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Carol Petty, CCO Signature of Program Director/Designer	2/7/07 Date
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EDP-P-14

EDP-I-01.DOC REV 01/2004

PAGE 5 OF 5

Telephone Number (909) 984-8629
Fax Number (909) 984-1182

Plott Nursing Home 800 East Fifth Street Ontario, California 91764
Serving the Ontario-Upland Community for the Last 60 Years

March 7, 2008

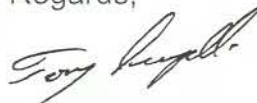
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

To Whom It May Concern:

This letter confirms our intent to work in conjunction with Everest College, located at 1819 Excise Avenue, Ontario, CA 91761. Our skilled nursing facility agrees to provide clinical nursing experience for the students enrolled in the Associate Degree Nursing Program at Everest College.

We will be able to accommodate 10 students for a geriatric focus in Fundamentals, Med/Surg and Leadership/Management clinical rotations from July 2008 to December 2009. In addition, we will be able to accommodate 5 students for a geriatric focus during each of two 6 week sections of Mental Health clinical rotations from April 2009 to July 2009.

Regards,



Tony Scarpelli
Administrator



BOARD OF REGISTERED NURSING
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TELEPHONE (916) 322-3350
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Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: Everest College, 1819 S. Excise Avenue, Ontario, CA 91761	Name of Director/Designee: Jeanne Hatley, PhD, MSN, RN, Regional Nursing Director Telephone Number: 714.943.7276
Name of health care facility: Plott Nursing Home Type of health care facility (Acute, OPD, SNF, etc.) SNF Average Daily Census for the agency: 200	Name of Director of Nursing/Designee: Rasmy Nambela, RN / Tony Scarpelli, NHA Telephone Number: (909) 984-8629

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)				X	X
Average daily census for each area				30	170
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)				1/1/5	2/8/22
Number of students placed in the unit at any one time.				5	10
Identify shifts and days available for placement of students in the program				Days M-F	Days M-F

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
Summit Career College	LVN	13	Days/M-F	All	non-psych
Baldy View ROP	CNA	13	Days/M-F	All	non-psych

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

	2-14-07
Signature of Program Director/Designee	Date

EDP-P-14



Glendale Memorial Hospital
and Health Center

CHW

1420 South Central Avenue
Glendale, CA 91204
818 502 4583 Telephone
818 502 4575 Facsimile

March 11, 2008

To the California State Board of Nursing:

This is a letter of commitment stating that Glendale Memorial Hospital, 1420 South Central Ave., Glendale, CA 91204 agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761.

I am affirming our willingness to work with your institution and students. We plan to accommodate 8-10 students for Fundamentals, Med / Surg and Leadership / Management clinical rotations from July 2008 to December 2009, based on availability. In addition we plan to accommodate 8 students during each of 2 / 6 week sections of Obstetrics clinical rotations.

Sincerely,


Mary Lynne Knighten, RN, MSN
Senior Director of Nursing

CC: M. Keough, Everest College



BOARD OF REGISTERED NURSING

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Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: Everest College, 1819 S. Excise Avenue, Ontario, CA 91761	Name of Director/Designee: Jeanne Hatley, PhD, MSN, RN, Regional Nursing Director Telephone Number: 714.943.7276
Name of health care facility: <i>Glendale Memorial Hospital and Health Center</i> Type of health care facility (Acute, OPD, SNF, etc.) <i>Acute</i> Average Daily Census for the agency: <i>170</i>	Name of Director of Nursing/Designee: <i>Esther Fish, RN Nurse Educator</i> Telephone Number: <i>(818) 502-1900 ext. 4797</i>

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	2 units X	X	—	—	—
Average daily census for each area	32/30	15	—	—	—
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)	RN 8/6 LVN 8/1 CNA 2/3	9	—	—	—
Number of students placed in the unit at any one time.	4/4	8	—	—	—
Identify shifts and days available for placement of students in the program	Monday Saturday (AM) (possibly Sundays)	Monday (AM)	—	—	—

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
See attached sheet					

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

<i>Esther M. Loh RW</i>	<i>02-26-07</i>
Signature of Program Director/Designee	Date

To the California State Board of Nursing:

This is a letter of commitment stating that St. Mary Medical
Center, 18300 Outer Hwy 18 N, Apple Valley, CA 92307 agrees to
provide clinical nursing experience for the ADN students attending EVEREST
COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate
20 students for the Fundamentals clinicals
from 7-2008 to 12-2009.


Signature

3/3/08
Date

To the California State Board of Nursing:

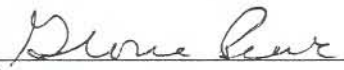
This is a letter of commitment stating that St. Mary Medical
Center, 18300 Outer Hwy 18 N, Apple Valley, CA 92307 agrees to
provide clinical nursing experience for the ADN students attending EVEREST
COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate
20 students for the medical surgical clinicals
from July 2008 to December 2009

Blanca Roca
Signature

3/3/08
Date

To the California State Board of Nursing:

This is a letter of commitment stating that St. Mary Medical Center, 18300 Outer Hwy 18 N, Apple Valley, CA 92307 agrees to provide clinical nursing experience for the ADN students attending EVEREST COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate 20 students for the Leadership & Management clinicals from 10 - 2009 to 12 - 2009.


Signature

3/3/08
Date

To the California State Board of Nursing:

This is a letter of commitment stating that St. Mary Medical
Center, 18300 Outer Hwy 18 N, Apple Valley, CA 92307 agrees to
provide clinical nursing experience for the ADN students attending EVEREST
COLLEGE, 1819 Excise Ave., Ontario, CA, 91761. We will be able to accommodate
14 students for the Maternal Child clinicals
from 1-2009 to 12-2009.

Doreen Reese
Signature

3/3/08
Date



BOARD OF REGISTERED NURSING

P.O. BOX 944210, SACRAMENTO, CA 94244-2100
TDD (916) 322-1700
TELEPHONE (916) 322-3350
www.m.ca.gov



Ruth Ann Terry, MPH, RN
Executive Officer

PROGRAM CLINICAL FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives.

Name of the School: Everest College, 1460 S. Milliken Avenue, Ontario, CA 91761 Phone: (909) 984-5027 Fax: (909) 988-9339	Name of Director/Designee: Jeanne Hatley, PhD, MSN, RN Telephone Number: 303-690-0300
Name of health care facility: St. Mary's Hospital Type of health care facility (Acute, OPD, SNF, etc.) ACUTE Average Daily Census for the agency:	Name of Director of Nursing/Designee: <i>Gloria Peak, RN, MSN</i> Telephone Number: <i>760-946-8132</i>

	Medical-Surgical	Obstetrics	Pediatrics	Psych - Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)	X	X	X		
Average daily census for each area	<i>10-15</i>	<i>20-23</i>			
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)	<i>20-25 RN 10-15 CNA</i>	<i>6 RN</i>			
Number of students placed in the unit at any one time.	<i>5 each unit (5 units)</i>	<i>3</i>			
Identify shifts and days available for placement of students in the program	<i>Varies</i>	<i>Varies</i>			

Provide the following information on all other schools utilizing your facility:

Attach additional sheets if needed.

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used
<i>Victor Valley College</i>	<i>RN</i>	<i>20</i>	<i>Varies</i>	<i>Fall/Spr</i>	

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

<i>Gloria Peak RN MSN</i> Signature of Program Director/Designee	<i>12/21/06</i> Date
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EDP-P-14

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.10

DATE: April 18, 2008

ACTION REQUESTED: Grant/Not Grant Initial Approval for Mission College LVN-RN Associate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Susan B. Carreon, Ph.D., MN, RN has served as the Director of the LVN-RN program starting August 2007.

The Board accepted the feasibility study for a LVN-RN program from Mission College on November 2007. The College now comes forward with its request for initial approval of its LVN-RN Associate Degree in Nursing program.

Janette Wackerly, NEC conducted an initial approval visit for the proposed program on February 6, 2008. The Director has been working with Cynthia Harrison MS, RN who meets requirements for instructor, medical surgical content expert, and upon approval of the Mission College LVN-RN program. Ms Harrison will be the assistant director. There were no areas of non-compliance. The program was given two recommendations.

Mission College is a public community college located within the city of Santa Clara and serves Santa Clara County. Mission College is located 50 miles from San Francisco and 20 miles north of Santa Cruz, a densely populated area in the heart of Silicon Valley. Santa Clara County includes the cities of Santa Clara, Campbell, Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto and San Jose.

Mission College currently has a Health Occupation programs in Certified Nursing Assistant, Psychiatric Technician and Licensed Vocational Nurse. Since 1966, the very successful Vocational Nursing Program has graduated over 1,000 Vocational Nurses. For several years anecdotal information from VN graduates has indicated a desire to have the opportunity to further their education and become RNs. Recently this need has become more acute as acute care hospitals in this area have stopped hiring LVNs and are moving toward an all RN nursing staff.

In 2006 the college was successful in obtaining a \$500, 000 start-up grant through the Chancellor's office California Community Colleges (COCCC). This grant helped fund the development of new LVN to RN program office space, a "Smart classroom/Simulation lab, development of the curriculum, program policies and Feasibility Study.

Program development has moved slowly, largely due to the inability to recruit a BRN qualified Director. In August 2007, after a year long search, Susan B. Carreon Ph.D. MN was hired. Dr. Carreon has background as an Admin Dean at Golden West College CA 8/90-3/96; Pasadena City College, Director Economic Dev/Voc Ed 3/96-7/2001; Cerritos College Department Chair, Nursing 9/82-8/86; and Santa Monica College Director, Health Sciences 9/86-7/90.

The curriculum for the Mission College LVN to RN program is based on an adaptation of the ADN Curriculum Model, developed by ADN faculty from around the state in 2006, via a grant from the COCCC. The curriculum model will be actualized by the newly hired faculty following board approval of the Mission College LVN-RN program.

NEXT STEPS: Notify the program of Board action.

FISCAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Janette Wackerly, NEC
(916)-574-7686

Board of Registered Nursing

REPORT OF FINDINGS

**Mission College
LVN to RN Associate Degree Nursing Program
Approval Visit January 23, 2008**

NON-COMPLIANCE: None

RECOMMENDATIONS:

- Section 1426 (g)** With available monies hire qualified faculty now to work on aspects of the ADN Model curriculum for use by Mission College LVN-RN Associate Degree Nursing Program.
- Section 1424 (k)** Evaluate LVN clinical experience entering the LVN-RN program as LVN employment opportunity has been in SNIF or LTC, clinics, physician's offices. The LVN is not working in acute care hospitals in the Santa Clara area as identified in the Self Study.

CONSULTANT APPROVAL REPORT
INITIAL PRELICENSURE PROGRAM VISIT

EDP-S-05 (Rev. 07/04)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Work Copy

PROGRAM NAME: Mission College, Santa Clara

DATES OF VISIT: February 6, 2008

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
I. ADMINISTRATION SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines. SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	Page 4 Appendix A	X		The LVN-RN program is based on an adaptation of the ADN Curriculum Model, developed by ADN faculty in California 2006. The LVN to RN program defines its mission as preparing entry-level registered nurses as providers of care across the health/illness continuum and as members of within the profession. The curriculum respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic, and social backgrounds and a unique support system. The key concepts include person, environment, health, nursing education, and teaching learning
	Pg 6	X		Student Handbook.
	Pg 7 Appendix B	X		The total program plan identifies area of eval, criteria, performance indicators and outcome criteria, assessment methods, time frames, level of achievement/action.
	Pg 8	X		The chart identifies the lines of authority and communication within the program and between the program and community.

APPROVAL CRITERIA

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
Pg 9 Appendix C library and other resources.	X		<p>The program will not be hiring faculty until the program is approved by the board. There is a faculty candidate working with the director at the time of the site visit who meets requirement for medical surgical instructor. The plan is to hire 2 full time instructors and 2 part-time instructors. The physical facilities include a smart classroom, teaching stations, simulation lab, 8 computer stations, clinical teaching supplies, and desks/chairs to accommodate 30 students. The nursing simulation lab with SimMan and SimBaby are located in an adjacent room with a touch screen integrated computer system. The Sim lab has ceiling mounted cameras, audio system and track lighting. Located next to the classroom are office spaces for the director, assistant director, admin person and faculty.</p> <p>The program has a 50% part-time nursing counselor to assist the program.</p> <p>In 2006-2007 the college had been awarded a \$500,000 Nursing Program Capacity Building Initiative Grant from the Chancellor's office. These monies were used to develop the Smart Classroom, computers and Sim Lab. Additional Chancellors grant includes \$169,000 for the second year funding for January 2008 through June 2008. Another grant of approximately \$221, 000 per year for 2008-2009 and 2009-2010. Good Samaritan Hospital has donated \$17,000.</p>
Pg 14 Appendix D	X		Dr. Susan Carreon, the LVN-RN director has 100% release time to administer the program.

APPROVAL CRITERIA

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
Pg 14 Appendix D	X		Cindy Harrison, MS, RN has 100% release reassigned time to assist with the continued development of the program. Ms. Harrison meets requirement for assistant director. It is anticipated that Ms. Harrison will have 50% reassigned time for 2008-2009 when the program begins. In May 2006 Ms. Harrison completed the MS Nursing Educator emphasis CSU San Jose. Ms. Harrison had been previously approved as a nursing instructor CSU San Jose teaching in the baccalaureate nursing program and master's of nursing program.
Pg 14	X		The plan is to hire faculty following board approval. The faculty added will provide the development and refinement of policies and procedures, planning, organizing and implementing and evaluation the program as required by regulation. Recommendation: With available monies hire qualified faculty now to work on aspects of the ADN Model Curriculum for use by Mission College LVN-RN Associate Degree Nursing Program.
Pg 14,15	X		The plan is to hire qualified faculty, the curriculum and proposed yearly schedule will require three full time faculty equivalents to implement the nursing program. The nursing program is in touch with graduates of the CSU San Jose master's education tract as a source of faculty who are educationally and clinically competent to implement the nursing program.
Pg 15	X		The program does not plan to have non-faculty at this time.

APPROVAL CRITERIA

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

II. FACULTY QUALIFICATIONS

SECTION 1425

A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

SECTION 1425(b) The registered nurse director of the program shall have:

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
Pg 15	X		Assistant Director is a faculty position that functions under the direct supervision of the Director. This relationship is identified in the job description.
Pg 16 Appendix E, Forms are in Appendix F.	X		The plan ratio of faculty to student is 1to10. Faculty and student evaluation, each clinical instructor will have a pre-and post-clinical meeting with the agency staff to clarify learning objectives and have a written summary. Recommendation: evaluate LVN clinical experience entering the LVN-RN program as LVNs employment opportunity have been in SNIF or LTC , clinics, physician's offices. The LVN is not working in acute care hospitals in the Santa Clara area as identified in the Self Study.
Pg 17	X		The assistant director approval is awaiting board approval of the Mission College LVN-RN program.
	X		
	X		

APPROVAL CRITERIA

(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

(2) A minimum of one year's experience in an administrative position;

(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;

(4) At least one year's experience as a registered nurse providing direct patient care; or

(5) Equivalent experience and/or education as determined by the board.

SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.

SECTION 1425(d) An instructor shall meet the following requirements:

(1) Those set forth in subsections (b)(1) and (b)(4) above; and

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
Appendix D	X		Susan B. Carreon Ph.D, M.N., BSN, RN. Dr. S. Carreon has a Ph.D University of Southern California, Higher Education, 1990. Her M.N. University of California Los Angeles, 1977 and B.S.N Arizona State University, 1970
	X		Dr. Carreon has held multiple administrative positions: Golden West College Adm Dean 8/90-3/96 Pasadena City College, Director Economic Dev./Voc Ed 3/96-7/2001 Cerritos College Dept Chair, Nursing 9/82-8/86 Santa Monica College Director, Health Science 9/86-7/90 Community College Health Education Consultant 2002-2007; Senior Education Training Specialist, Network Consortium Fairfax Virginia; Community College Liaison/America's Career Kit Project US Department of Labor.
	X		Multiple teaching assignments. Most recently Faculty registered nursing program August 2004-2006 El Centro College, Dallas Texas.
	X		Direct pt care in hospital, OB, Torrance Memorial 8/1973-8/74.
Not relevant			
Pg 17-18 Appendix D	X		As mentioned , Cynthia Harrison, MSN, RN will meet requirements and be approved when the Mission College LVN-RN program is approved by the board.
Pg 18	X		The screening process for full time instructor positions is in process. An announcement for the position is a part of this report.
	X		

APPROVAL CRITERIA

(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

SECTION 1425(e) An assistant instructor shall have:

(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.

III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

IV. REQUIRED CURRICULUM; PRIOR APPROVAL

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
	X		
	X		At the time of this report the program does not plan to hire assistant instructors
	X		The program is aware of the requirement within this regulation.
Pg 18	X		
Pg 18	X		Clinical teaching assistants are not anticipated at this time.
Pg 19	X		The current curriculum is an adaptation of that developed by a representative group of ADN faculty and will be revised and or altered once there is a full complement of faculty and have implemented it for a least one year. The total program evaluation has survey tools to evaluate the curriculum.
Pg 19	X		The LVN to RN faculty will have sole responsibility for supervision of students in the clinical area and the language of the contracts with agencies addressed student supervision.
Pg 20	X		The Mission College LVN-RN program is requesting initial approval by the board.
	X		Adaptation

APPROVAL CRITERIA

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
	X		EDP-P 05a EDP-P-06 Total units for the program are 72 units. Total nursing units is 48 units Adv placement LVN is 12 units RN theory is 13 units RN clinical is 11 units Sciences 18 units Other degree requirements is 12 units
	X		The program is awarding 12 units for LVN advanced placement
	X		6 units of communication
	X		18 units of sciences
Pg 27	X		Evidence in Total Curriculum Plan and Content Required for Licensure
	X		
	X		
	X		

APPROVAL CRITERIA

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

V. CLINICAL FACILITIES

SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
	X		
	X		
	X		
	X		
	X		
PG 28	X		Semester units according to an 18 week number of hours compressed into 16 weeks.
Pg 28	X		Each unit of theory is equivalent to 18 hours total over a semester of 16 wks or 1.125 hours per week (1 hour 8 minutes).
Pg 28	X		Each unit of clinical practice is equivalent to 54 hours over a semester of 16 weeks or 3.375 hours per week (3 hours and 23 minutes).
Pg 31, Appendix K	X		The program will submit for approval: Using the Centralized Clinical Placement System in the area: El Camino Hospital Subacute Saratoga Hospital VA Palo Alto Health Care System Crestwood Center San Jose Good Samaritan Hospital Santa Clara Valley Medical Center Kaiser Permanente Santa Clara Med Ctr Kaiser Permanente Santa Teresa Medical

APPROVAL CRITERIA

SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.

SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

VI. STUDENT PARTICIPATION

SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

- (1) Philosophy and objectives;
- (2) Clinical facilities;
- (3) Learning experience; and

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
Pg 31, 32	X		
Pg 31	X		Current clinical agreements will contain the regulation requirements
	X		
	X		
	X		
	X		
	X		
	X		
Pg 33	X		
	X		
	X		
	X		

APPROVAL CRITERIA

(4) Curriculum, instruction and evaluation of the various aspects of the program.

SECTION 1428(b) The program shall have a procedure for resolving student grievances.

SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
	X		
	X		
Pg 33	X		Grading is described in the student handbook pp 28-30 as well as each course. Student progress in theory courses is based on a letter grade pre-determined by percentage groupings. Clinical grades are determined as Satisfactory or Unsatisfactory based on student performance. The clinical evaluation is stated in measurable terms and is directly related to the theory objectives.
VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	X		Counseling will be available

APPROVAL CRITERIA

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

VIII. TRANSFER AND CHALLENGE

SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:

SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or

SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS WORK COPY
Pg 34	X		30 unit option available
	X		
Pg 36	X		The LVN to RN Transfer and Challenge Policies are described in the LVN to RN Student Handbook pg 24 and are consistent with the college policies described in the College Catalog (pp 171,175)
	X		
	X		

REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE

EDP-P-06 (Rev. 09/03)

Ruth Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

nit in DUPLICATE.

Program Name: Mission College LVN to RN Program	For Board Use Only Approved by: _____ NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate x <input type="checkbox"/> Associate-LVN to RN	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: Summer 2008	
Academic System: <input type="checkbox"/> Semester-18weeks/compressed into 16 weeks/sem <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	24	
Theory	(18)	(27)	13	
Clinical	(18)	(27)	11	
Communication Units	6	9	6	
Science Units- anat(5),phys(5)micro(5)psych(3)	16	24	18	
TOTAL UNITS FOR LICENSURE	58	87	48 (+ 12 units adv. Plcmt for LVN	
Degree Requirements-LIB(1),Hum(3),Math(5)Hist/Poly(3)			12	
TOTAL UNITS FOR GRADUATION			72	

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	LVNRN 031/031A	Community Mental Health Nursing
Personal Hygiene	All LVN to RN courses except 050	
Human Sexuality	LVNRN 041/041A	Advanced Maternal/Child Nursing
Client Abuse	LVNRN 031/031A	Community Mental Health Nursing
Cultural Diversity	All LVN to RN courses	
Nutrition	All LVN to RN courses except 050	
Pharmacology	All LVN to RN courses	
Legal Aspects	LVNRN 021, LVNRN050	Role Transition, Leadership and Ethics
Social/Ethical Aspects	All LVN to RN courses	
Management/Leadership	LVNRN 042/042A LVNRN 050	Advanced Medical Surgical Nursing, Leadership and Ethics

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	LVNRN021,021A, 032,032A, 033, 042,042A	Role Transition, Intermediate Med/Surg, Nursing Judgment, Advanced Med/Surg	15.5
Obstetrical	LVNRN041,N041A	Advanced Maternal/Child Nursing	4
Perinatal	LVNRN041,N041A	Advanced Maternal/Child Nursing	Combined
Psych/Mental Health	LVNRN031,031A	Community Mental Health Nursing	3.5
Geriatrics	LVNRN031,031A , 032,032A	Community Mental Health Nursing	
Leadership/Ethics	N50	Leadership and Ethics	1
BASIC SCIENCES			
Anatomy	BIOSC 047	Human Anatomy	5
Physiology	BIOSC048	Human Physiology	5
Microbiology	BIOSC004	Microbiology	5
Societal/Cultural Pattern	All Nursing Courses		
Psychology	PSYCH 001 or PSYCH 012	General Psychology or Human Growth and Development	3
COMMUNICATION			
Group	All Nursing Courses		
Verbal	COMM 001	Public Speaking	3
Written	ENGL 001A	English Composition	3
* TOTAL UNITS			48

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	LVNRN021,021A,032,032A,033,042,042A	Role Transition, Intermediate Med/Surg, Nursing Judgment, Advanced Med/Surg	15.5
Psych/Mental Health	LVNRN031,	Community Mental Health Nursing	3.5
Geriatrics	LVNRN031A032, 032A	Community Mental Health Nursing	
Management/Leadership	LVNRN)050, 042,042A	Leadership and Ethics	1
BASIC SCIENCES			
Physiology	BIOSC048	Human Physiology	5
Microbiology	BIOSC004	Microbiology	5
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
Susan Cameron		Jan 29, 08	

TOTAL CURRICULUM PLAN

P-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: Mission College LVN to RN program												Date Submitted: 9/12/2007													
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only: <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved													
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date:																			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:													
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk:									
												Total		Lecture		Lab		Total Hours							
Quarter/Semester												Units		Hr/Wk		Units		Hr/Wk		Lec		Lab			
Semester 1																									
BIOSC 047 Anatomy												18		5		3		2		6		54		108	
CHEM 30 A												18		3		2		1		3		36		54	
ENGL 01A												18		3		3		0		54		0			
COMM 01 Speech												18		3		3		0		54		0			
PSYCH 12 Growth & D												18		3		3		0		54		0			
LIB 10 Information comp												18		1		1		0		18		0			
												1				0		0		0					
Total												18		15		15		3		9		270		162	
Quarter/Semester																									
Semester 2																									
BIOSC 09 Physiology												18		5		3		2		6		54		108	
BIOSC 04 Microbiology												18		5		3		2		0		54		0	
Math C or 10												18		4		5		4		0		72		0	
LVN RN 021												9		2		2		4		0		36		0	
LVNRN 021A												9		1		0		1		6		0		54	
												1				0		0		0		0			
												1				0		0		0		0			
Total												17		13		14		5		12		216		162	
Quarter/Semester																									
												1				0		0		0		0			
												1				0		0		0		0			
												1				0		0		0		0			
												1				0		0		0		0			
												1				0		0		0		0			
												1				0		0		0		0			
												1				0		0		0		0			
Total												0		0		0		0		0		0		0	

* Number of weeks per semester / quarter

Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
() for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

Board of Registered Nursing

DP-P-05a (Rev. 07/01)

Ruth Ann Terry, MPH, RN
Executive Officer
(916) 322-3350
(626) 575-7080

Submit in duplicate

Name of School: Mission College LVN to RN program												Date Submitted: 9/12/2007							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date:													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: _____ Date: _____							
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk:			
												Total Units		Lecture		Lab		Total Hours	
Quarter/Semester																			
Semester 3																			
	M	S	O	C	P	G	**Wk:		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
LVNRN 031	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	2	2	4		0	36	0					
LVNRN 031A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	1.5		0	1.5	9	0	81					
LVNRN 032	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	6		0	54	0					
LVNRN 032A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	2.5		0	2.5	18	0	162					
LVNRN 033	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	1	1	2		0	18	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
HIST 017A or POLIT001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3		0	54	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
Total								13	9	15	4	27	162	243					
Quarter/Semester																			
Semester 4																			
	M	S	O	C	P	G	**Wk:		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
LVNRN 041	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	4		0	36	0					
LVNRN 041A	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2		0	2	12	0	108					
LVNRN 042	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	6		0	54	0					
LVNRN 042A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3		0	3	18	0	162					
LVNRN 050	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	1	1	2		0	18	0					
Humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3		0	54	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
Total								14	9	15	5	30	162	270					
Quarter/Semester																			
	M	S	O	C	P	G	**Wk:		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0					
Total								0	0	0	0	0	0	0					

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.11

DATE: April 18, 2008

ACTION REQUESTED: Approve/Not Approve California RN Program in Partnership with Out of State Online Program: San Diego State University Baccalaureate Degree Nursing Program in Partnership with University of Oklahoma Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

Dr. Catherine Tadero is nursing program director at San Diego State University.

Section 2729 of the NPA requires that nursing services rendered by a nursing student in California be incidental to the course of study in a Board approved school of nursing. As a consequence, an out of state nursing program seeking clinical placements for its students in California must establish a written agreement with a BRN approved nursing program. Under such an agreement, out of state nursing students may provide nursing services in health care facilities where the California approved nursing program has a written agreement in accord with CCR Section 1427.

At its June 8, 2007 Board meeting, the BRN approved San Diego State University (SDSU) Baccalaureate Nursing Program in partnership with the University of Oklahoma (OU) Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program. The Memorandum of Understanding (MOU) between the two institutions describes the responsibilities of both parties. Specifically, this MOU stated that SDSU would offer OU's Community Health clinical nursing course to OU's nursing students on a contract education basis. It, also, indicated that Sharp HealthCare will host the clinical experiences, whenever possible. In addition, Sharp HealthCare will provide office space, and access to a Clinical Simulation Center.

Currently, an amended MOU between the two institutions is being submitted to the Board. The purpose of this amended MOU is to expand both the OU clinical courses that may be accessed through SDSU, and to add clinical placements. In the amended MOU, SDSU will offer all four of OU's clinical nursing courses. These clinical courses will take place at Glendale Adventist Medical Center, in Glendale California, whenever possible.

The attached amended MOU details the responsibilities of the two academic institutions, as well as other stakeholders, such as Sharp Healthcare and Glendale

Adventist Medical Center. The out of state nursing program is held to the same standard as California nursing programs. The following list describes key requirements in the amended MOU.

- 1) Both academic institutions are required to meet all applicable State and Federal laws and regulations, as well as healthcare facility requirements.
- 2) Only qualified students, as described in the MOU, will be placed in clinical facilities that have a current BRN approved contract with SDSU. OU students will successfully complete evaluation of clinical skill sets in the clinical nursing laboratory prior to application in the clinical setting.
- 3) OU students will enroll in the OU online nursing theory course concurrent with the clinical course work. The students will be graduates of the OU program, and take the NCLEX as out of state graduates, if they elect to take NCLEX in California.
- 4) The OU students will not displace any existing clinical relationship between a BRN approved nursing program and a clinical facility, as a result of this program.
- 5) The MOU identifies the clinical courses and the instructional model that will be utilized in the clinical area. OU plans to use a traditional instructional model, one faculty for a group of students, in all of the clinical courses with the exception of the preceptorship at the end of the program.
- 6) OU clinical courses using the traditional instructional model are required to establish faculty to student ratios consistent with CCR Section 1424(k), not to exceed a maximum ratio of one faculty per 10 students. OU clinical faculty will have an active, clear, current, California license and hold a master's degree or higher in nursing or related field. Clinical faculty will meet, at a minimum, CCR Section 1425(e).
- 7) The OU preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements for instructor (CCR Section 1425(d)). All clinical preceptors used by the program will meet the BRN requirements for assistant instructor (CCR Section 1425(e)).
- 8) OU will provide a Clinical Education Director (CED) in California. The CED will have the same licensing and educational requirements as a clinical faculty member listed above. In addition, this individual will meet the requirements for instructor (CCR Section 1425(d)). The CED's responsibilities are further described in the MOU.
- 9) SDSU will submit reports to the BRN, as required, to monitor the partnership.

The BRN reporting and monitoring procedures related to the partnership have been drafted. These activities will ensure compliance of OU's nursing program to the BRN requirements.

NEXT STEP: Notify programs of Board action.

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant
(760)-583-7844

**AMENDED AND RESTATED MEMORANDUM OF
UNDERSTANDING**

Between
San Diego State University
and
The University of Oklahoma Health Sciences Center

This *Amended and Restated* Memorandum of Understanding ("*Amended MOU*") between the San Diego State University ("SDSU") and the Board of Regents of the University of Oklahoma Health Sciences Center ("OUHSC") on behalf of the College of Nursing is entered into freely and with joint benefits to both institutions. The understandings contained herein will take effect on ~~June 1, 2007~~ *April 1, 2008* and will remain in effect for an initial period of two (2) years. This MOU may be extended for additional two (2) year time periods by mutual written agreement of both parties under the same terms and conditions. This *Amended MOU* pertains to the OUHSC Online Accelerated Bachelor of Science in Nursing Program, *and amends and restates the Memorandum of Understanding by and between the parties dated June 1, 2007 in its entirety as follows:*

WHEREAS The University of Oklahoma ("OU") is a doctoral degree-granting research university founded in 1890; and

WHEREAS OU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; and

WHEREAS the OUHSC College of Nursing has been approved for operation by the Oklahoma Board of Nursing; and

WHEREAS the OUHSC College of Nursing's online education programs and specifically the Accelerated Bachelor of Science in Nursing program have been approved for out-of-state instruction by the Oklahoma Board of Nursing; and

WHEREAS the OUHSC College of Nursing has been continuously accredited by the National League for Nursing Accrediting Commission ("NLNAC") since 1963 and has been accredited through the Fall of 2009 by the NLNAC; and

WHEREAS the National League for Nursing has awarded the OUHSC College of Nursing Center of Excellence status for its accomplishments in Creating Environments that Promote Student Learning and Professional Development; and

WHEREAS SDSU is a high-quality institution of higher education, founded in 1897 and continuously accredited by the Western Association of Schools and Colleges; and

WHEREAS the SDSU-School of Nursing ("SDSU-SON") is approved by the California Board of Registered Nursing to offer prelicensure nursing education; and

WHEREAS the SDSU-SON was initially accredited by the Commission on Collegiate Nursing Education (CCNE) in 2001, and is fully accredited by the CCNE through 2016; and

WHEREAS OUHSC seeks to affiliate with SDSU for the purposes of securing opportunities for students in OUHSC Online Accelerated Bachelor of Science Nursing program to obtain community health nursing clinical experiences pursuant to OUHSC's educational programs for students located in San Diego; and

WHEREAS OUHSC seeks to affiliate with SDSU for the purposes of securing opportunities for students in OUHSC Online Accelerated Bachelor of Science Nursing program to obtain clinical experiences pursuant to OUHSC's educational programs for students located in the Glendale Area; and

WHEREAS SDSU-SON is willing to provide the opportunity for OUHSC Online Accelerated Bachelor of Science in Nursing students to obtain such necessary ~~community health-nursing clinical experience~~ on a contract education basis; and

WHEREAS OUHSC and SDSU are willing to work cooperatively in the development of operational plans and the maintenance of necessary records relating to the performance of OUHSC students participating in the approved clinical experiences under this Amended MOU.

NOW, THEREFORE, the parties do hereby mutually agree as follows:

1. SDSU-SON will:

- A. Assume responsibility for assuring that its nursing education programs comply with the educational standards of all appropriate accrediting and regulatory bodies
- B. Maintain a continuous clinical affiliation agreement with all clinical agencies necessary for providing clinical experiences.
- C. Provide access for clinical opportunities for OUHSC Online Accelerated Bachelor of Science in Nursing students for the OUHSC Clinical IV course (NURS4136), community health nursing component (~~see as further described on Exhibit B;-~~) for students in the San Diego area. (All other OUHSC clinical courses in the San Diego area will not be provided by SDSU pursuant to the MOU, Southwestern College.) The students will complete a clinical tracking form for the SDSU-SON which will be kept updated as needed to reflect any student progress or status changes. This course will be open only to qualified OUHSC students as identified by the Clinical Education Director of OUHSC. SDSU-SON will maintain records on OUHSC students that have completed the OUHSC community health nursing component of the clinical course. OUHSC Clinical Education Director will provide course completion documentation to SDSU at the end of each course. Grades will be provided by OUHSC to the Online Accelerated Bachelor of Science in Nursing students.
- D. Provide access for clinical opportunities for OUHSC Online Accelerated Bachelor of Science in Nursing students for four OUHSC clinical courses for students (as described on Exhibit B, the "Courses") located in or near the Glendale, California area ("the Glendale Area"). The students will complete a clinical tracking form for the SDSU-SON which will be kept updated as needed to reflect any student progress or status changes. The Courses will be open only to qualified OUHSC students as identified by the Clinical Education Director of OUHSC. SDSU-SON will maintain records on OUHSC students that have completed the OUHSC nursing component of the clinical course (in San Diego) or clinical courses (in the Glendale Area). OUHSC Clinical Education Director will

provide course completion documentation to SDSU at the end of each course. Grades will be provided by OUHSC to the Online Accelerated Bachelor of Science in Nursing students.

- E. Communicate regularly with the OUHSC Clinical Education Director, OUHSC Project Director and other faculty as needed regarding clinical placements as well as student and/or faculty issues relating to clinical placements for the OUHSC Online Accelerated Bachelor of Science in Nursing program.
- F. Comply with all necessary reporting guidelines as established by the California BRN as it otherwise would with the current Bachelor Degree in Nursing Program, and will provide copies of any reports to the California BRN and OUHSC in a timely fashion.
- G. Maintain sufficient insurance in the amounts sufficient to cover its responsibilities under this Agreement.

2. OUHSC will:

- A. Assume responsibility for verifying that its nursing education programs comply with the educational standards of all appropriate accrediting and regulatory bodies.
- B. Require that students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program:
 - Will have a baccalaureate degree from an accredited institution with a grade point average of 2.5 or higher on a 4.0 scale.
 - Will have successfully completed all program prerequisites.
 - Will not be assigned clinical placements on units in which they are employed.
 - Will successfully complete evaluation of clinical skill sets in clinical nursing laboratory prior to application in the clinical setting.
 - Will be concurrently enrolled in nursing theoretical content congruent with the clinical course objectives.
- C. Provide to SDSU in confidence all curricula and course syllabi, ~~including for the community health nursing component of the clinical course to be offered. These courses~~Courses. The Courses have been approved by the Oklahoma Board of Nursing ("OBN") for distance education delivery, and meet the curricular requirements of the California BRN, including those provided in Title 16 (Professional and Vocational Regulations) of the California Code of Regulations.
- D. Concurrently enroll OUHSC students in the ~~community health nursing component of the one clinical course (NURS4136) described on Exhibit B~~Courses for the Online Accelerated Bachelor of Science in Nursing program through The University of Oklahoma. The students will enroll in the theoretical nursing content concurrent with the clinical course work. Students will not be assigned clinical placements on the clinical units in which they are employed. Students will be subject to the written policies and procedures of OUHSC, as amended from time to time. The OUHSC students will also comply with the policies and procedures of the clinical facility. The policies and procedures will be provided to the OUHSC students. The OUHSC Online Accelerated

Bachelor of Science Nursing will not displace any existing clinical relationships with any other nursing program as a result of this program (see Exhibit A).

- E. Utilize the traditional model of one instructor with a group of the students for clinical instruction in the ~~community health nursing component of NURS4136 (see Exhibit B). Courses.~~ The student /teacher ratio in ~~these courses~~ the Courses will be based on the criteria in CCR Section 1425 (k). The ratio will not exceed ten students per one clinical instructor. All clinical faculty members will have an active, clear, current California RN license, and hold a master's degree or higher in nursing or a related field. Clinical faculty members will meet, at a minimum, CCR Section 1425(e).
- F. Utilize a preceptor model in the acute care component of the last clinical nursing course, NURS 4136. This OUHSC preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements as an instructor (CCR Section 1425(d)). All clinical preceptors used by this program will meet the BRN requirements for assistant instructor (CCR 1426(e))
- G. Represent that it is self-insured according to the Oklahoma Governmental Tort Claims Act. OUHSC agrees to furnish verification of professional liability insurance covering the participating Accelerated Bachelor of Science in Nursing students. During the term of this Agreement, OUHSC shall require students to maintain, and each student shall continuously maintain professional liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and with such coverage as may be acceptable to the SDSU. Upon request, OUHSC shall arrange for the students to provide a certificate of insurance to SDSU evidencing such coverage and shall notify the SDSU immediately if any adverse change in coverage occurs for any reason. The policies may not be cancelled or terminated without OUHSC giving SDSU at least 30 days advance notice of cancellation or termination.
- H. Arrange for the provision of a Clinical Education Director ("~~CED~~", ~~who~~) in both San Diego and in Glendale, each of whom will be adjunct faculty for OUHSC ~~and will be compensated by a third party. The.~~ Each CED will have an active, clear, current California RN license, and hold a master's degree or higher in nursing or a related field. ~~The~~ Each CED will meet the requirements for faculty per California Nursing Practice Act and California Code of Regulations section 1425(d). ~~The~~ Each CED will:
- Orient faculty and students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program to their clinical role and clinical facilities.
 - Promote optimal community health nursing clinical experiences for Online Accelerated Bachelor of Science in Nursing students enrolled in the OUHSC Program under this MOU to operate consistent with the California Nurse Practice Act and California Code of Regulations, clinical facilities policies, and pertinent provisions of the Federal and State laws and regulations at all times.
 - Work cooperatively with the SDSU faculty nurse designee in the development and maintenance of the clinical experiences of students.
 - Act as liaison between SDSU and OUHSC.
- I. Comply with all pertinent provisions of federal and state laws and regulations in the provision of patient care pursuant to ~~the~~ this Amended MOU.

- J. Maintain a written agreement with Sharp HealthCare that will ensure student and faculty access to library/information resources, student services, classroom space, and a comprehensive clinical laboratory that includes clinical simulation equipment located at Sharp Cabrillo, 3475 Kenyon St., San Diego, CA.
- K. Maintain a written agreement with any Glendale Adventist Hospital that will ensure student and faculty access to library/information resources, student services, classroom space, and a comprehensive clinical laboratory that includes clinical simulation equipment located at 1509 Wilson Terrace, Glendale, CA.
- L. Maintain an agreement with Orbis Education Services, Inc. who will provide instructional technology and administrative support along with student services on behalf of OUHSC.
- M. Require that Online Accelerated Bachelor of Science in Nursing Students meet required compliance guidelines that includes HIPAA training, ~~the Sharp HealthCare~~ Confidentiality and Non-disclosure Agreement, infection control, and patient safety guidelines/competencies prior to starting in the clinical facilities.
- N. Be the degree granting institution to students who successfully complete all degree requirements for the OUHSC Accelerated Bachelor of Science in Nursing program.

3. Courses, Enrollment, Tuition, Fees and Registration of Grades

- A. The control of the course titles, conceptual framework, course objectives, and content outlines remain with the OUHSC Course Committees.
- B. Students will utilize financial aid only through OUHSC.

4. Course Descriptions and Progression Standards

- A. The total number of credit hours for the entire series of clinical ~~course~~courses is 22, ~~with~~. With respect to students in the San Diego area, one component (community health nursing) of a six credit hour course (NURS4136) is to be completed in affiliation with SDSU (see Exhibits B and C) pursuant to this Amended MOU. All remaining clinical experiences will be provided by Southwestern College. For students in the Glendale Area, all four Courses will be offered in affiliation with SDSU pursuant to this Amended MOU.
- B. OUHSC reserves the right to reorganize the placement of clinical activities and assignments within the clinical courses to better meet progression of the students in the program. OU will inform SDSU of any clinical course changes in advance of implementation within the program.

5. Student Recruitment

- A. Promotional materials will identify the OUHSC Online Accelerated Bachelor of Science in Nursing program only as "The University of Oklahoma College of Nursing Program."
- B. In marketing materials, the following phrase will be used: "The University of Oklahoma Health Sciences Center, College of Nursing established an affiliation with San Diego

State University in order to provide clinical experiences in California for students enrolled in the OUHSC Online Accelerated Bachelor of Science in Nursing program. This affiliation has been approved by the California BRN.” The University of Oklahoma’s name may not be used except as specified above without the prior written approval of the University’s Vice President for Public Affairs.

- C. Recruitment of students will be the responsibility OUHSC. Students who enroll in the courses will be required, as a condition of admission, to agree in writing that their student records will be shared between and available to each institution.

6. Miscellaneous

- A. This Amended MOU shall not create any rights in any third parties, specifically to any students participating in the program. The only parties to this Amended MOU are OUHSC and SDSU.
- B. Student clinical attire will be the OUHSC uniform with a patch signaling the “The University of Oklahoma College of Nursing Program in affiliation with Sharp HealthCare”.
- C. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. seq.) are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, political beliefs, sex, or veteran’s status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. §4212.
- D. The liability for OU (including its students and faculty) is governed by the terms of the Oklahoma Governmental Tort Claims Act, 51 Okl. St. §§ 151 et seq.
- E. Amendments to this Amended MOU must be in writing and approved by the parties.
- F. This Amended MOU contains the entire agreement of the parties, and no representation, provisions, warranties, term, condition, promise, duty or liability, expressed or implied, shall be binding upon or applied to either party, except as stated in this Amended MOU.
- G. Either institution may terminate this Amended MOU by giving written notice to the designated representative at least 60 days prior to the commencement of a new academic term. Or this Amended MOU can be terminated immediately by mutual written agreement. In no instance will students be left without acceptable completion options.

In addition to other remedies available to it, either party may terminate this Amended MOU immediately upon written notice in the event of material breach of this Amended MOU.

This Amended MOU constitutes the entire Agreement between the parties and supersedes all prior agreements, arrangements and understandings relating to the subject matters hereof. Any modifications hereto shall be valid only if set forth in writing and signed by all parties hereto. This Agreement is executed in duplicate, each of which is to be regarded as an original by both parties.

OUHSC:

Read and Acknowledged:

By: _____
Carole Kenner, DNS, RNC, FAAN
Dean, College of Nursing

Accepted:

By _____
Lisa C. Asch, MS, MPH, CRA
Associate Director
Office of Research Administration

Address:
1000 Stanton L Young Blvd., LIB 121
Oklahoma City, OK 73117
Email: lisa-asch@ouhsc.edu

SDSU:

By _____
Ethan Singer, PhD
Associate Vice President for Academic Affairs

By _____
Scott Burns
Associate Vice President for Financial Operations

By _____
Marilyn Newhoff, PhD
Dean: College of Health and Human Services

By _____
Catherine Todero, PhD, RN
Director School of Nursing

Address:

San Diego State University
5500 Campanile Drive
San Diego, CA 92182

Email: _____

EXHIBIT B.
OUHSC ONLINE ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM
DESCRIPTION

The baccalaureate curriculum prepares a beginning level practitioner for general professional nursing practice. As a nurse generalist, the graduate is prepared to provide care for clients throughout the life span in a variety of health care settings and to assume a beginning leadership role in selected health care settings. The importance of applying relevant nursing research findings to practice and the commitment to self-directed life-long learning are emphasized.

The undergraduate curriculum includes the following components:

- Delivery of care in the community;
- Delivery of acute care and ambulatory care;
- Chronic illness, including situations where disability results in lifestyle alterations;
- Health promotion, disease prevention, and early detection of illness;
- Delegation and supervision of care, particularly in a managed care environment; and
- Evidence-based clinical nursing practice.

Four clinical courses complement the 13 didactic courses to ensure attainment of core competencies for the graduate. These four clinical courses are as follows:

NURS 3025: Clinical Nursing I

Focus is on practical application and understanding of basic psychomotor, cognitive, and affective nursing skills. Emphasis is on implementation of therapeutic interventions with clients throughout the lifespan, with attention to health promotion, disease prevention and health maintenance in various settings.

In addition to extensive practice of hands-on skills in the professional practice lab, this clinical course provides for student experiences primarily in acute care medical surgical areas. The clinical course is complemented by accompanying didactic courses in Health Assessment (NURS 3034), introductory concepts such as nursing process, ethical conduct, critical thinking and evidence based practice (NURS 3062) and theoretical concepts related to health promotion, disease prevention and health maintenance of individuals throughout the lifespan (NURS 3034).

NURS 3125: Clinical Nursing II

The focus of this course is on the nursing of individuals within the context of their family and social structure. Clinical experiences will be in a variety of settings.

In addition to continued practice of hands-on skills in the professional practice lab, this clinical course provides students with experiences in maternal-child health settings as well as additional experiences in acute care medical-surgical and pediatric settings. The clinical course is complemented by accompanying didactic courses aimed at increasing understanding of selected acute and chronic illnesses across the lifespan (NURS 3134), drug therapies (NURS 3182), selected concepts related to maternal-child health (NURS 3143), and nursing care of individuals and families experiencing biopsychosocial and behavioral changes associated with disability (NURS 3162).

NURS 4020: Clinical Nursing III

The focus of this course is on nursing care of individuals with complex conditions which require advanced nursing skills emphasizing restoration from and adaptation to the illness experience in acute and community settings.

In addition to continued practice in the professional practice lab, this clinical course provides students with clinical experiences in psychiatric/mental health nursing care and critical care nursing. The

clinical course is complemented by accompanying didactic courses aimed at increasing understanding of nursing care related mental health and illness (NURS 4043), selected complex illnesses across the life span (NURS 4034) and the research process and evidence-based practice (NURS 4062).

NURS 4136: Clinical Nursing IV

The focus is on nursing care for aggregates across the lifespan with an emphasis on coordination of health care in a variety of settings.

This clinical course is designed as a capstone course gain experience in providing care to populations in both acute care and community settings. In addition to caring for aggregates in the community students learn strategies for influencing health care policy (in San Diego, California this clinical experience is done in affiliation with SDSU). In the second major component of this course students have an intense precepted experience under the supervision of OU faculty. Students not only practice handling a case-load of patients, but also focus on improving delegation and supervision skills (in San Diego, California this clinical experience is done in affiliation with SWC). The course helps students bridge the gap between the “world of school” and the “world of work”. The clinical course is complemented by accompanying didactic courses designed to increase understanding of evidence-based practice and the leadership and management role of the professional nurse (NURS 4134) and current issues affecting nursing and health care (NURS 4152). A third didactic course (NURS 4143) helps promote the synthesis of nursing school of nursing, social and public health sciences which is critical to the development of health promotion, disease prevention and protection strategies for populations.

A plan of study is attached as Exhibit C.

EXHIBIT C.
UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING
ONLINE ACCELERATED BACHELOR OF SCIENCE IN NURSING PLAN OF STUDY

Session I

<i>NURS 3025: Clinical Nursing I*</i>	<i>5 credits</i>
NURS 3034: Human Experience in Health	4 credits
NURS 3043: Health Assessment	3 credits
NURS 3062: Introduction to the Philosophy & Logic of Nursing	2 credits
Total	14 credits

Session II – Intercession

NURS 3162: Human Experience of Disability	2 credits
Total	2 credits

Session III

<i>NURS 3125: Clinical Nursing II*</i>	<i>5 credits</i>
NURS 3134: Human Experience in Acute & Chronic Illness I	4 credits
NURS 3182: Pharmacology in Nursing	2 credits
NURS 4143: Family Focused Nursing	3 credits
Total	14 credits

Session IV – Intercession

NURS 4062: Nursing Research	2 credits
Total	2 credits

Session V

<i>NURS 4020: Clinical Nursing III*</i>	<i>6 credits</i>
NURS 4043: Psychosocial Nursing	3 credits
NURS 4034: Human Experience in Acute & Chronic Illness II	4 credits
Total	13 credits

Session VI

<i>NURS 4126: Clinical Nursing IV*/**</i>	<i>6 credits</i>
NURS 4134: Practice of Leadership	4 credits
NURS 4152: Contemporary Professional Nursing	2 credits.
NURS 4143: Community Focused Nursing	3 credits
Total	15 credits

* Offered in affiliation with Southwestern College

** Community Health Nursing component offered in affiliation with SDSU-SON

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 10.12

DATE: April 18, 2008

ACTION REQUESTED: Approve/Not Approve Proposed Amendments to Title 16, C.C.R., division 14, Article 3, Sections 1421, 1422, and 1423, Schools of Nursing regulations

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

At the ELC meeting on January 17, 2008, information on amendments and proposed new regulations to Title 16, Division 14, Article 3, Schools of Nursing were introduced to the Education/Licensing Committee.

These changes involved amendments and additions of new sections CCR Sections 1420 to 1430, such as Advanced Placement for Previous Health Care Education or Experience, NCLEX-RN Pass Rate Standard, Preceptorial Learning Activities, and Types of Approvals. Input on proposed changes was obtained from prelicensure registered nursing program Chairs/Deans at their Annual Meeting in October 2007. The Board's legal counsel is working closely with these proposed amendments to the regulations. The goal is to bring to the Board all proposed changes and new regulations to the next Board meeting.

At the March 17th meeting, the ELC considered proposed changes to CCR Sections 1421, 1422, and 1423 and related documents referenced. The committee recommended approval with the understanding that non-substantive changes may be made to the proposed language following legal counsel's review.

Attached to this agenda item summary are three sets of attachments.

- Attachments 1 are the final draft of the proposed regulatory changes to Sections 1421, 1422, and 1423 and "Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program" that outlines specific instructions for new program applicants to follow. These documents are being presented for the Board's approval.
- Attachments 2 are documents that were approved by the ELC with the changes that have been made since the ELC's approval.
- Attachments 3 are additional documents that are provided to a new program to assist in their approval process. These documents are referenced in the Instruction.

NEXT STEP: Office of Administrative Law.

FISCAL IMPLICATION(S), IF ANY: None

PERSON(S) TO CONTACT: Miyo Minato, NEC
626-575-7080

§ 1421. Application for Accreditation Approval.

(a) An educational institution ~~of higher education or affiliated institution or~~ sponsoring hospital seeking accreditation approval of a new prelicensure registered nursing program (program applicant) shall be in the state and shall comply with the requirements specified in the board's "Instructions For Institutions Seeking Approval Of A New Prelicensure Registered Nursing Program", (EDP-I-01Rev3/08), (Instructions), which is hereby incorporated by reference, including:

(1) Notify the board in writing of its intent to offer a new program. Upon the notification of such intent, a nursing consultant will be assigned to assist the proposed program with understanding the board's guidelines for the development of a new program. Upon notification of such intent, a nursing consultant will be assigned to assist the proposed program with understanding the board's guidelines for the development of a new program.

(2) Submit a feasibility study report in accordance with the requirements specified in the board's Instructions guidelines for development of a new program.

(3) Appoint a director who meets the requirements of Section 1425(b). Such appointments shall be made upon board acceptance of the plan feasibility study for the proposed program.

(4) After acceptance of the feasibility study by the board, and No later than six months prior to the proposed date for enrollment of students, submit a self-study formal proposal to the board in accordance with the requirements specified in the Instructions demonstrating how the program will meet the requirements of Sections 1424 through 1430 of this article and sections 2786.6(a) and (b) of the code.

(5) Have a representative at specified public meetings of the board or any board committee pursuant to the Instructions when the feasibility study and self-study are considered.

(b) The board shall consider the feasibility study at public meetings and accept, reject, or defer action on the study to permit the program applicant time to provide additional information to be considered, based upon the following criteria:

(1) Evidence of initial and sustainable budgetary provisions for the proposed program.

(2) Institution of higher education's accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the U.S. Department of Education for granting associate, baccalaureate, or higher degree.

(3) For affiliated institutions of higher education, the agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program.

(4) Evidence of availability of clinical placements for students of the proposed program.

(5) Plans for administrative and faculty recruitment to staff the proposed program.

~~(b)(c)~~ A representative of the board's designee shall review the self-study, conduct a site visit survey of the proposed program, and shall submit a written report to the board that contains findings as to whether the application and supporting documentation for the proposed program complies with the requirements set forth in (a)(4).

~~(e)~~ (d) The board shall consider the report at a public meeting and may thereafter grant or deny accreditation approval, or defer action on the application. The board's

decision is based on the proposed program's compliance with requirements set forth in (a)(4). The board and shall notify the program applicant of its decision.

(d) ~~A material misrepresentation of fact by a nursing program in any information required to be submitted to the board is grounds for denial or revocation of the program's accreditation.~~

Authority Cited: Sections 2715, 2786 and 2786.6, Business and Professions Code. Reference: Sections 2786 and 2786.6, Business and Professions Code.

§ 1422. Certificate of Accreditation Approval.

(a) A certificate of accreditation approval shall be issued to each nursing program when it is initially accredited approved by the board.

(b) The board shall revoke a nursing program's approval, and the program shall return the A certificate of accreditation approval shall be returned to the board when the program's accreditation has been revoked. under the following conditions:

1) The approved institution of higher education or the institutions of higher education with which an affiliated institution is affiliated loses its accreditation and cannot grant degrees; or

2) The board determines that the nursing program is in non-compliance with the requirements set forth in this article and/or sections 2786 through 2788 of the code. and revokes approval of the program.

1423. Accreditation Approval Requirements

a) In order for a program to be accredited approved by the board or to retain its accreditation approval, it shall comply with all requirements set forth in this article and in Sections 2786 through 2788 of the code.

b) A material misrepresentation of fact by a program applicant or an approved nursing program in any information required to be submitted to the board is grounds for denial of approval or revocation of the program's approval.

Authority Cited: Sections 2715, Business and Professions Code. Reference: Sections 2786 – 2788, Business and Professions Code.



STATE

BOARD OF REGISTERED NURSING

P.O. Box 944210, Sacramento, CA 94244-2100

P (916) 322-3350 / www.rn.ca.gov

Ruth Ann Terry, MPH, RN, Executive Officer



DRAFT 04/02/08

**INSTRUCTIONS FOR INSTITUTIONS SEEKING APPROVAL OF NEW
PRELICENSURE REGISTERED NURSING PROGRAM
(Business and Professions Code Section 2786;
California Code of Regulations Sections 1421, 1422, and 1423)**

PURPOSE

The Instructions specify the requirements and process for an institution of higher education or affiliated institution seeking approval of a new prelicensure registered nursing program (*program applicant*) pursuant to Business and Professions Code (B&PC) section 2786. The document is incorporated by reference in California Code of Regulations (CCR) section 1421.

STEPS IN THE APPROVAL PROCESS

In accordance with B&PC section 2786(a), the program applicant may apply for Board approval of a new prelicensure registered nursing program. Affiliated institutions must make an agreement with an institution of higher education in the same general location to grant degrees to students who complete the registered nursing program. Such written agreement must be made prior to seeking approval from the Board. Proof of this agreement must be submitted with the feasibility study, described in Step 2.

The institution of higher education offering the program or the institution of higher education granting the degree for the affiliated institution must be accredited by a regional accrediting body, such as the Western Association of Schools and Colleges (WASC), or an accrediting body recognized by the US Department of Education for granting associate, baccalaureate, or higher degree.

STEP 1 – Submit a Letter of Intent:

Submit a letter of intent to the Board of Registered Nursing (BRN) at least one year in advance of the anticipated date for admission of students. The letter must specify the name of the institution seeking approval; contact person; type of nursing program, e.g., associate degree, baccalaureate degree, entry-level master's, etc., and its location; and proposed start date. The letter is to be addressed to:

Executive Officer
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

The Board will acknowledge receipt of the letter of intent.

STEP 2 –Submit Feasibility Study

Submit a feasibility study to the BRN documenting the need for the program and the program applicant's ability to develop, implement, and sustain a viable pre-licensure registered nursing program.–The feasibility study shall include the following:

- a) Geographic area (community) served by the institution and a description of the community and its population.
- b) Information on the applicant pool and sustainability of enrollment for the proposed new prelicensure registered nursing program. Include data on existing nursing programs preparing students for licensure (vocational, associate, baccalaureate or entry level master's) within a 50-mile radius and a statement on plans for promoting the proposed program to high school counselors, potential applicants, and other interested persons.
- c) Description of institution's experience providing nursing or other health-related educational programs.
- d) Description of the type of program being proposed (e.g., associate, baccalaureate, entry-level master's, etc.), the intended start date, projected size of the first class and enrollment projection for the first five years, and method for determining the projected enrollment.
- e) Description of proposed provisions for required subject matter and support areas, including faculty and resources. (Consult CCR section 1426, Required Curriculum, for required subject matter.) Support areas include such items as the library, skills learning lab, and tutorial and counseling services.
- f) Evidence showing initial and sustainable budgetary provisions for the proposed program for the first five years.
- g) Evidence of availability of clinical placements for students of the proposed program. Include a list of the clinical facilities that may be utilized for learning experiences and a description of any plans for future addition or expansion of health facilities. Provide a completed "Facility Verification Form" (EDP-I-01) for each health care facility that has agreed to provide clinical placement for students in the proposed program. When available, verification shall include the accommodations specifying shift and days.

Note: Clinical placements must be available without displacement of students from existing nursing programs and must be coordinated with existing nursing programs and any process for clinical placement, such as consortium for regional planning.

STEP 3 – Review of Feasibility Study

Upon submission of the feasibility study, a BRN staff member will review the study, and will work with the planners of the proposed nursing program to clarify issues and resolve any deficiencies. Close communication with BRN staff must be maintained during this time period. The process for the review usually takes three to four weeks.

STEP 4 –Education/Licensing Committee Recommendation on the Feasibility Study

When the review is completed, the feasibility study will be submitted to the Board's Education/Licensing Committee (ELC) for discussion and action at a regularly scheduled

Committee meeting. (The meeting is open to the public, and there are opportunities for public comment.) The BRN will notify the program applicant of the ELC meeting at which the Committee will discuss and take action on the feasibility study. A representative of the program must be present at the meeting to respond to any questions from the Committee regarding the feasibility study. The ELC will recommend to the Board the acceptance or non-acceptance of the feasibility study, or may defer action on the study to permit the institution time to provide additional information at a subsequent ELC meeting. The ELC considers the following criteria in determining its recommendation:

- 1) Evidence of initial and sustainable budgetary provisions for the proposed program.
- 2) Institution of higher education's accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the US Department of Education for granting associate, baccalaureate, or higher degree.
- 3) For affiliated institutions, the agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program.
- 4) Evidence of availability of clinical placements for students of the proposed program.
- 5) Plans for administrative and faculty recruitment to staff the proposed program.

STEP 5 - Board Action on the Feasibility Study

The ELC's recommendation on the feasibility study will be submitted for Board discussion and action at a regularly scheduled Board meeting. (The Board meeting is also open to the public, with opportunities for public comments.) The Board may accept or not accept the study, or may defer action on the study to provide the program applicant with an opportunity to provide additional information. The Board considers the criteria specified in Step 4 in rendering its decision.

STEP 6 - Appointment of Program Director

Upon acceptance of the feasibility study, the program applicant shall appoint a director who meets the requirements of CCR section 1425(b).

STEP 7 - Self-Study Report and Site Visit

Upon Board acceptance of the feasibility study, a BRN Nursing Education Consultant (NEC) will be assigned as the BRN liaison for the proposed program. The program director will have responsibility for preparing the self-study for the proposed program, and coordinating the site-visit.

At least six months prior to the projected date of student enrollment, the program applicant must submit to the NEC a self-study that describes how the proposed program plans to comply with all BRN school of nursing-related rules and regulations. The attached *Preparing The Self-Study Report For Approval of Initial Prelicensure Nursing Program* (EDP-I-19 Rev 07/04) and *Criteria and Guidelines for Self-Study* (EDP-R-03 Rev06/03) must be used to compile the self-study.

The NEC will review the report and notify the program director of any deficiencies, issues, or concerns with the self-study. Once the NEC has verified the self-study satisfactorily addresses the applicable rules and regulations, the NEC will schedule an on-site visit. The NEC will visit selected clinical sites the program plans to use as part of the on-site visit.

STEP 8 – ELC and Board Actions related to Approval of the Proposed Program

The NEC's findings, along with the program's self-study report, are submitted to the Board's ELC for discussion and action at a regularly scheduled Committee meeting. The Committee may recommend that the Board grant or deny approval, or may defer action on the approval to provide the program applicant a specified time period to resolve any problems and to be re-presented to the Committee. A representative of the proposed program must be present at the ELC meeting(s) to respond to any questions from the Committee.

The Board will take action at a regularly scheduled meeting following the ELC meeting. Representatives of the proposed program are encouraged to be present at the Board meeting(s) to respond to any questions. The action the Board may take includes the following:

- 1) Grant initial approval.
- 2) Deny approval.
- 3) Defer action on the approval to permit the program applicant a specified time period to resolve area(s) of non-compliance. After resolution of the area(s) of non-compliance, the proposed program must be submitted for Board action at another regularly scheduled meeting.

Any material representation of fact by the program applicant in any information it is required to submit to the Board is grounds for denial of the approval.

STEP 9 - Certificate of Approval

A certificate of approval will be issued by the BRN to the program applicant following the Board's granting of initial approval.



BOARD OF REGISTERED NURSING
P.O. Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 / www.rn.ca.gov
Ruth Ann Terry, MPH, RN, Executive Officer

FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives. The facility validates that there are clinical spaces for new students without displacing RN students already assigned at the facility.

Name of the School:	Name of Director/Designee: Telephone Number:
Name of health care facility: Type of health care facility (Acute, OPD, SNF, etc.) Average Daily Census for the agency:	Name of Director of Nursing/Designee: Telephone Number: Address of Facility:

	Medical-Surgical	Obstetrics	Pediatrics	Psych – Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					
Average daily census for each area					
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					
Number of students placed in the unit at any one time.					
Identify shifts and days available for placement of students in the program					

Provide the following information on all other schools utilizing your facility: **Attach additional sheets if needed.**

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Signature of Agency Representative	Date

§ 1421. Application for Accreditation Approval.

(a) An educational institution of higher education or affiliated institution or sponsoring hospital seeking accreditation approval of a new prelicensure registered program (program applicant) shall in the state and shall comply with the requirements specified in the board's "Instructions For Institutions Seeking Approval Of A New Prelicensure Registered Nursing Program", (EDP-I-01Rev3/08), (Instructions), which is hereby incorporated by reference, including:

(1) Notify the board in writing of its intent to offer a new program. Upon the notification of such intent, a nursing consultant will be assigned to assist the proposed program with understanding the board's guidelines for the development of a new program. Upon notification of such intent, a nursing consultant will be assigned to assist the proposed program with understanding the board's guidelines for the development of a new program.

(2) Submit a feasibility study report in accordance with the requirements specified in the board's Instructions guidelines for development of a new program.

(3) Appoint a director who meets the requirements of Section 1425(b). Such appointments shall be made upon board acceptance of the plan feasibility study for the proposed program.

(4) After acceptance of the feasibility study by the board and No later than six months prior to the proposed date for enrollment of students, submit a self-study formal proposal to the board demonstrating how the program will meet the requirements of Sections 1424 through 1430 of this article and sections 2786.6(a) and (b) of the code.

(5) Have a representative at specified public meetings of the board or any board committee pursuant to the Instructions when the feasibility study and self-study are considered.

(b) The board shall consider the feasibility study at public meetings and accept, reject, or defer action on the study to permit the program applicant time to provide additional information to be considered, based upon the following criteria:

(1) Evidence of initial and sustainable budgetary provisions for the proposed program.

(2) Institution of higher education's accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the U.S. Department of Education for granting associate, baccalaureate, or higher degree.

(3) For affiliated institutions of higher education, the agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program.

(4) Evidence of availability of clinical placements for students of the proposed program and community support.

(5) Plans for administrative and faculty recruitment to staff the proposed program.

~~(b)(c)~~ A representative of the board's designee shall review the self-study, conduct a site visit survey of the proposed program, and shall submit a written report to the board that contains findings as to whether the application and supporting documentation for the proposed program complies with the requirements set forth in (a)(4).

~~(e)~~ (d) The board shall consider the report at a public meeting and may thereafter grant or deny accreditation approval, or defer action on the application. The board's decision is based on the proposed program's compliance with requirements set forth in

~~(a)(4). at which representatives of the program may appear. The board and shall notify the program applicant of its decision.~~

~~(d) A material misrepresentation of fact by a nursing program in any information required to be submitted to the board is grounds for denial or revocation of the program's accreditation.~~

§ 1422. Certificate of Accreditation Approval.

(a) A certificate of accreditation approval shall be issued to each nursing program when it is initially accredited approved by the board.

(b) A certificate of accreditation approval shall be returned to the board ~~when the program's accreditation has been revoked.~~ under the following conditions:

1) The institution of higher education or the affiliated institution of higher education loses its accreditation and cannot grant degrees; or

2) The board determines that the nursing program is in non-compliance with the requirements set forth in this article and/or sections 2786 through 2788 of the code and revokes approval of the program.

1423. Accreditation Approval Requirements

a) In order for a program to be accredited approved by the board or to retain its accreditation approval, it shall comply with all requirements set forth in this article and in Sections 2786 through 2788 of the code.

b) A material misrepresentation of fact by a proposed nursing program or an approved nursing program in any information required to be submitted to the board is grounds for denial or revocation of the program's approval.



STATE **BOARD OF REGISTERED NURSING**
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DRAFT 3/17/08

**INSTRUCTIONS FOR INSTITUTIONS SEEKING APPROVAL OF NEW
PRELICENSURE REGISTERED NURSING PROGRAM
(Business and Professions Code Section 2786;
California Code of Regulations Sections 1421, 1422, and 1423)**

PURPOSE

The Instructions specify the requirements and process for an institution of higher education or affiliated institution seeking approval of a new prelicensure registered nursing program (*program applicant*) pursuant to Business and Professions Code (B&PC) section 2786. The document is incorporated by reference in California Code of Regulations (CCR) section 1421.

STEPS IN THE APPROVAL PROCESS

In accordance with B&PC section 2786(a), the program applicant may apply for Board approval of a new prelicensure registered nursing program. Affiliated institutions must make an agreement with an institution of higher education in the same general location to grant degrees to students who complete the registered nursing program. Such written agreement must be made prior to seeking approval from the Board. Proof of this agreement must be submitted with the feasibility study, described in Step 2.

The institution of higher education offering the program or the institution of higher education granting the degree for the affiliated institution must be accredited by a regional accrediting body, such as the Western Association of Schools and Colleges (WASC), or an accrediting body recognized by the US Department of Education for granting associate, baccalaureate, or higher degree.

STEP 1 – Submit a Letter of Intent:

Submit a letter of intent to the Board of Registered Nursing (BRN) at least one year in advance of the anticipated date for admission of students. The letter must specify the name of the institution seeking approval; contact person; type of nursing program, e.g., associate degree, baccalaureate degree, entry-level master's, etc., and its location; and proposed start date. The letter is to be addressed to:

Executive Officer
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

The Board will acknowledge receipt of the letter of intent.

STEP 2 –Submit Feasibility Study

Submit a feasibility study to the BRN documenting the need for the program the institution applicant's ability to develop, implement, and sustain a viable pre-licensure registered nursing program.–The feasibility study shall include the following:

- a) Geographic area (community) served by the institution and a description of the community and its population.
- b) Information on the applicant pool and sustainability of enrollment for the proposed new prelicensure registered nursing program. Include data on existing nursing programs preparing students for licensure (vocational, associate, baccalaureate or entry level master's) within a 50-mile radius and a statement on plans for promoting the proposed program to high school counselors, potential applicants, and other interested persons.

~~Statement about current and emerging pre-licensure registered nursing educational needs in the community including enrollment and completion data and a list of existing nursing programs preparing students for licensure, and the type of programs (vocational, associate, baccalaureate, or entry level master's) within a 50 mile radius.~~

- c) Description of institution's experience providing nursing or other health-related educational programs.
- d) Description of the type of program being proposed (e.g., associate, baccalaureate, entry-level master's, etc.), the intended start date, projected size of the first class and enrollment projection for the first five years, and method for determining the projected enrollment.
- e) Description of proposed provisions for required subject matter and support areas, including faculty and resources. (Consult CCR section 1426, Required Curriculum, for required subject matter.) Support areas include such items as the library, skills learning lab, and tutorial and counseling services.
- f) Evidence showing initial and sustainable budgetary provisions for the proposed program for the first five years. ~~Evidence supporting adequacy of financial resources (i.e., budgetary provisions for five-year period) for planning, implementing and continuing the program.~~

~~A statement on the availability of potential students and faculty, and plans for promoting the proposed program to high school counselors, potential applicants, and other interested persons.~~

- g) Evidence of availability of clinical placements for students of the proposed program. Include a list of the clinical facilities that may be utilized for learning experiences and a description of any plans for future addition or expansion of health facilities. Provide a completed "Facility Verification Form" (EDP-I-01) for each health care facility that has agreed to provide clinical placement for students in the proposed program. When available, verification shall include the accommodations specifying shift and days.

Note: Clinical placements must be available without displacement of students from existing nursing programs and must be coordinated with existing nursing programs and any process for clinical placement, such as consortium for regional planning.

STEP 3 – Review of Feasibility Study

Upon submission of the feasibility study, a BRN staff member will review the study, and will work with the planners of the proposed nursing program to clarify issues and resolve any deficiencies. Close communication with BRN staff must be maintained during this time period. The process for the review usually takes three to four weeks.

STEP 4 – Education/Licensing Committee Recommendation on the Feasibility Study

When the review is completed, the feasibility study will be submitted to the Board's Education/Licensing Committee (ELC) for discussion and action at a regularly scheduled Committee meeting. (The meeting is open to the public, and there are opportunities for public comment.) The BRN will notify the program applicant of the ELC meeting at which the Committee will discuss and take action on the feasibility study. A representative of the program must be present at the meeting to respond to any questions from the Committee regarding the feasibility study. The ELC will recommend to the Board the acceptance or non-acceptance of the feasibility study, or may defer action on the study to permit the institution time to provide additional information at a subsequent ELC meeting. The ELC considers the following criteria in determining its recommendation:

- ~~1) Demonstration of need for program.~~
- 1) Evidence of initial and sustainable budgetary provisions for the proposed program.
- 2) Institution of higher education's accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the US Department of Education for granting associate, baccalaureate, or higher degree.
- 3) For affiliated institutions, the agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program.
- 4) Evidence of availability of clinical placements for students of the proposed program.
- 5) Plans for administrative and faculty recruitment to staff the proposed program.

STEP 5 - Board Action on the Feasibility Study

The ELC's recommendation on the feasibility study will be submitted for Board discussion and action at a regularly scheduled Board meeting. (The Board meeting is also open to the public, with opportunities for public comments.) The Board may accept or not accept the study, or may defer action on the study to provide the program applicant with an opportunity to provide additional information. The Board considers the criteria specified in Step 4 in rendering its decision.

STEP 6 - Appointment of Program Director

Upon acceptance of the feasibility study, the program applicant shall appoint a director who meets the requirements of CCR section 1425(b).

STEP 7 - Self-Study Report and Site Visit

Upon Board acceptance of the feasibility study, a BRN Nursing Education Consultant (NEC) will be assigned as the BRN liaison for the proposed program. The program director will have responsibility for preparing the self-study for the proposed program, and coordinating the site-visit.

At least six months prior to the projected date of student enrollment, the program applicant must submit to the NEC a self-study that describes how the proposed program plans to comply with all BRN school of nursing-related rules and regulations. The attached *Preparing The Self-Study Report For Approval of Initial Prelicensure Nursing Program* (EDP-I-19 Rev 07/04) and *Criteria and Guidelines for Self-Study* (EDP-R-03 Rev06/03) must be used to compile the self-study.

The NEC will review the report and notify the program director of any deficiencies, issues, or concerns with the self-study. Once the NEC has verified the self-study satisfactorily addresses the applicable rules and regulations, the NEC will schedule an on-site visit. The NEC will visit selected clinical sites the program plans to use as part of the on-site visit.

STEP 8 – ELC and Board Actions related to Approval of the Proposed Program

The NEC's findings, along with the program's self-study report, are submitted to the Board's ELC for discussion and action at a regularly scheduled Committee meeting. The Committee may recommend that the Board grant or deny approval, or may defer action on the approval to provide the program applicant a specified time period to resolve any problems and to be re-presented to the Committee. A representative of the proposed program must be present at the ELC meeting(s) to respond to any questions from the Committee.

The Board will take action at a regularly scheduled meeting following the ELC meeting. Representatives of the proposed program are encouraged to be present at the Board meeting(s) to respond to any questions. The action the Board may take includes the following:

- 1) Grant initial approval.
- 2) Deny approval.
- 3) Defer action on the approval to permit the program applicant a specified time period to resolve area(s) of non-compliance. After resolution of the area(s) of non-compliance, the proposed program must be submitted for Board action at another regularly scheduled meeting.

Any material representation of fact by the program applicant in any information it is required to submit to the Board is grounds for denial of the approval.

STEP 9 - Certificate of Approval

A certificate of approval will be issued by the BRN to the program applicant following the Board's granting of initial approval.



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FACILITY VERIFICATION FORM

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives. The facility validates that there are clinical spaces for new students without displacing RN students already assigned at the facility.

Name of the School:	Name of Director/Designee:
	Telephone Number:
Name of health care facility:	Name of Director of Nursing/Designee:
Type of health care facility (Acute, OPD, SNF, etc.)	Telephone Number:
Average Daily Census for the agency:	Address of Facility:

	Medical-Surgical	Obstetrics	Pediatrics	Psych – Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					
Average daily census for each area					
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					
Number of students placed in the unit at any one time.					
Identify shifts and days available for placement of students in the program					

Provide the following information on all other schools utilizing your facility: **Attach additional sheets if needed.**

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

Checklist for starting in a new clinical facility:

- ☐ Provide clinical objectives, faculty responsibilities, faculty and student orientation plan to clinical facility.
- ☐ Signed contract on file, prior to starting
- ☐ Develop a plan for continued communication between school and facility, i.e., instructor/facility staff meeting, agency/faculty/student meeting each semester, annual faculty/facility staff meeting, Dean/Director conferences each semester.

Signature of Agency Representative	Date
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CRITERIA & GUIDELINES FOR SELF-STUDY

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To become approved and to continue to be approved, a school shall, in addition to meeting the criteria stated in this document, comply with all sections of Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code. A material misrepresentation of fact by a nursing program in any information required to be submitted to the Board is grounds for denial or revocation of the program's accreditation (i.e., approval) [Section 1421(d)].

APPROVAL CRITERIA	INDICATORS	EVIDENCE
I. ADMINISTRATION		Including, but not limited to:
SECTION 1424(a) There shall be a written statement of philosophy and objectives which serve as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines	<ul style="list-style-type: none"> The philosophy and the objectives of a nursing program must be consistent and serve as the basis of the curriculum structure. Philosophical statement is readily available in writing to students, applicants and the public. Course objectives are written in clear, behavioral terms and are included in all course syllabi. Program philosophy is included in Self-Study. 	<p>A. Students report consistent implementation of program philosophy in their experiences in the program.</p> <p>B. Philosophy includes faculty's beliefs about:</p> <ol style="list-style-type: none"> 1. Persons (humanity) 2. Art and science of nursing. 3. Nursing education, including the following individual differences among students, <ol style="list-style-type: none"> a. Cultural milieu, b. Ethnic background, c. Learning styles, and d. Support systems. <p>C. Program objectives reflect philosophy.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>	<ul style="list-style-type: none"> • All policies and procedures by which the nursing program is administered shall reflect its philosophy and objectives. • Documents where information is available to students are included in the Self-Study. • Include a copy of Nursing Student Handbook with each Self-Study. 	<p>A. Written policies and procedures are available to student on the following activities:</p> <ol style="list-style-type: none"> 1. Admissions 2. Promotion 3. Retention 4. Graduation 5. Dismissal 6. Grievance policies 7. Challenge policies <p>B. Students state they are aware of policies and procedures of the program and that they are universally applied.</p>
<p>SECTION 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<ul style="list-style-type: none"> • The evaluation process assesses the effectiveness of the total educational program, including the effectiveness of the evaluation plan as a quality improvement tool. • The faculty as a whole analyze data collected and make appropriate changes based on that input and the continuing evolution of nursing/health care theory and practice. • Faculty utilize a system to track problems and responses over time. 	<p>A. Written reports of the results of the total program evaluation, including:</p> <ol style="list-style-type: none"> 1. Attrition rates and patterns, 2. Surveys, e.g., students, graduates, employers, 2. NCLEX pass rates for past five years, and 3. Any student issues or complaints. <p>B. The above reports include:</p> <ol style="list-style-type: none"> 1. Patterns and trends, 2. Faculty analysis, 3. Outcome of analysis (change, resolution).

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	<ul style="list-style-type: none"> • There is an organizational plan that shows lines of authority and channels of communication between the program, the institution and all clinical agencies. • Director has responsibility and authority to supervise and evaluate all program faculty and staff. • All lead faculty are approved as an Instructor and an Instructor, Assistant Director or the Director supervises all Assistant Instructors and Clinical Teaching Assistants. 	<p>A. Nursing Department organizational chart to include clinical agencies and relation to administration.</p> <p>B. Administrators, faculty and students verify authority and communication lines as indicated on organizational chart.</p> <p>C. Summary of minutes reflecting identified relationships and communications:</p> <ol style="list-style-type: none"> 1. faculty meetings 2. interdepartmental meetings 3. interagency meetings
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.	<ul style="list-style-type: none"> • There are adequate resources to assist the students to achieve the program objectives. • Faculty have identified and sought to mitigate any limitations in resources or any barriers students' experience in accessing resources. 	<p>A. Written summary evaluation of resources, to include:</p> <ol style="list-style-type: none"> 1. Faculty 2. Library 3. Staff services 4. Support services 5. Learning/skills laboratory 6. Laboratory resources 7. Physical space 8. Equipment 9. Hardware/software <p>B. Students and faculty verify adequacy of resources.</p> <p>C. Written report demonstrates faculty are tracking any resource or access problems.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in administration of the program.</p>	<ul style="list-style-type: none"> Director will have sufficient time to perform the functions of the Director that includes the responsibility and authority to: <ol style="list-style-type: none"> Develop and implement the program budget, Plan, manage and evaluate all aspects of the program including, but not limited to: <ol style="list-style-type: none"> Faculty and staff, Curriculum development and implementation, Ensure program compliance with Board rules and regulations, and Act as a student advocate. The amount of time set aside, by the institution, for the exclusive use of the Director to administer the RN program is specified. <p>Note: Refer to and implement CCR 1420 definitions for “Administration” and “Director”.</p>	<p>A. Job description for:</p> <ol style="list-style-type: none"> Director Assistant director <p>B. Semester/quarter schedule for:</p> <ol style="list-style-type: none"> Director Assistant director
<p>SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in that person's absence.</p>	<ul style="list-style-type: none"> There will be at least one Assistant Director, with a defined duty statement, who meets the qualifications for an Instructor as stated in Section 1425(c). The amount of time set aside for the Assistant Director is specified. 	<p>A. Credentials of Assistant Director:</p> <ol style="list-style-type: none"> Assistant Director Approval form Job descriptions of Assistant Director that defines administrative functions performed. <p>B. Nursing Department organizational chart reflecting Assistant Director's role.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	<ul style="list-style-type: none"> Faculty minutes shall track/reflect all faculty's: <ol style="list-style-type: none"> Input into program policy development, Responsibility for program implementation and outcomes, and Evaluation of all aspects of program. 	A. A summary report of minutes demonstrating faculty's tracking of the ir: <ol style="list-style-type: none"> Development of policies and procedures Planning, organization, implementing and evaluating all aspects of the program. B. Organizational chart reflecting the manner by which the faculty functions C. Faculty handbook D. Validation from students, faculty and director.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the Board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	<ul style="list-style-type: none"> List of faculty in BRN and program files will be congruent. (NEC will send program BRN list for updating and reconciliation prior to visit.) Information shall be available on each faculty's current education and experience in teaching theory and clinical. Faculty numbers will be sufficient to safely implement the curriculum. One content expert for each of the five clinical areas (M/S, O, C, P, G) with each expert's qualifying credentials shall be listed in the Self-Study. How content expert role is accomplished in program is described in the Self-Study. <p>Note: Refer to and implement CCR 1420 (c) for definition of "clinically competent."</p>	A. Faculty profiles that include the last five years of activities related to their teaching assignment(s) and their approved clinical area(s). CE hours &/or clinical work experiences sufficient to demonstrate faculty expertise and continued clinical competency. B. Identify education and clinical experience that qualifies each content expert for that role. (Initial requirements: MS degree or 30-hours continuing education and 240-hrs clinical practice within last five years.) C. List class schedule and faculty assignments and include in Self-Study. D. Initial Faculty Appointment forms (EDP-P-02)* and, if applicable, Faculty Reclassification forms (EDP-P-04)* E. Compliance with policy on content experts. <p>* Use latest version of all Board Forms.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.</p>	<ul style="list-style-type: none"> Non-faculty individuals shall have expertise in the area in which they are responsible for the clinical supervision of students. <p>(Note: This refers to a formal precepted experience and not to the incidental supervision of students throughout the curriculum. See CCR 1420 (k) for definition on non-faculty.</p>	<p>A. Identification of all non-faculty individuals who do clinical supervision and instruction, plus:</p> <ol style="list-style-type: none"> Job description of responsibilities. Brief vitae documenting qualifications in area of expertise. Orientation plan. <p>B. Evaluation report on precepted experience.</p>
<p>SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	<ul style="list-style-type: none"> Describe the hierarchy of the faculty in relation to implementing the curriculum. 	<p>A. List relationships from Director through all faculty and non-faculty members and responsibility for curriculum.</p> <p>B. Supervision consistent with program organizational chart.</p>
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> acuity of patient needs; objectives of the learning experience; class level of the students; geographical placement of students; teaching methods; and requirements established by the clinical agency. 	<ul style="list-style-type: none"> Plan to show rationale for student/teacher ratio based on criteria, Section 1424(k). Faculty evaluate initial and ongoing clinical placement of students. 	<p>A. Written process for determining student/teacher ratio in all clinical sites.</p> <p>B. Minutes of meetings between faculty and clinical agency personnel.</p> <p>C. A written summary report on student evaluations of clinical settings.</p> <p>D. Students report clinical settings are adequate for them to meet course objectives.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
II. FACULTY QUALIFICATIONS & CHANGES		Including, but not limited to:
SECTION 1425 A program shall report to the Board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the Board. Faculty members shall possess the following qualifications:	<ul style="list-style-type: none"> Director, Assistant Director and all faculty must have on file in the program and with the Board an approval form, signed by Board staff, approving all administrative or teaching functions performed in the program. 	Faculty, Assistant Director, and Director forms on file with Board are consistent with assignments and positions held in the program.
SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the Board.	<ul style="list-style-type: none"> All nurse faculty members and administrators will have a current, clear active RN license at all times 	List all faculty and administrators of the program showing current, active California RN licensure.
SECTION 1425(b) The registered nurse director of the program shall have: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) A minimum of one year's experience in an administrative position; (3) A minimum of two year's experience teaching in pre or post-licensure nursing programs; (4) At least one year's experience as a registered nurse providing direct patient care; or (5) Equivalent experience and/or education as determined by Board.	<ul style="list-style-type: none"> RN Director shall meet all requirements of 1425(b). 	A. Narrative showing how position is filled: 1. Appointed or elected (process), 2. Term of office, and 3. Amount of time for administrative functions. B. Duty statement that includes functions listed under Indicators for Section 1424(e). C. Copy of approved Director Approval Form. Note: It is the program's responsibility to demonstrate that a non-nursing degree and/or non-academic administrative experience meets the requirements of 1425(b).

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsection (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the Board determines to be equivalent.</p>	<ul style="list-style-type: none"> The registered nurse Assistant Director shall meet minimum requirements of Section 1425(c). 	<p>A. Narrative showing how position is filled:</p> <ol style="list-style-type: none"> 1. Appointed or elected (process), 2. Term of office, and 3. Amount of time for administrative functions. <p>B. Duty statement that includes administrative functions assigned or shared.</p> <p>C. Copy of approved Director or Assistant Director Approval Form.</p>
<p>SECTION 1425(d) An instructor shall meet the following requirements:</p> <p>(1) Those set forth in subsections (b)(1) and (b)(4) above; and</p> <p>(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.</p>	<ul style="list-style-type: none"> Instructors in the nursing programs shall meet minimum requirements of Section 1425(d). <p>Note: See below in Indicators for 1425(e) for note on competency requirements in a specific clinical area.</p>	<p>A. Initial Faculty Approval form (EDP-P-02) and if applicable Faculty Reclassification/Resignation form (EDP-P-04).</p> <p>B. Description of clinical experience in approved content area within last five years.</p> <p>Note: EDP-P-04 was combined with EDP-P-02 in 2001 to create one faculty approval form EDP-P-02R. Use this new form for all new approvals and reclassifications.</p>
<p>SECTION 1425(e) An assistant instructor shall have:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) At least one year's continuous, full time experience in direct patient care practice as a registered nurse.</p>	<ul style="list-style-type: none"> An Assistant Instructor shall meet minimum requirements of Section 1425(e). Include all Assistant Instructor information as noted above. <p>Note: Minimum experience is one year, full-time providing direct patient care as an RN. Competency requirement in a specific clinical area is defined as RN clinical experience in the content area within last 5 years. Teaching in an RN pre/post-licensure nursing program for a minimum of one academic year in last 5 years is also acceptable</p>	<p>A. Initial Faculty Approval form (EDP-P-02) and, if applicable, Faculty Reclassification/Resignation form (EDP-P-04).</p> <p>B. Description of clinical experience in approved content area within last five years.</p> <p>Note: EDP-P-04 was combined with EDP-P-02 in 2001 to create one faculty approval form EDP-P-02R. Use this new form for all new approvals and reclassifications.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.	<ul style="list-style-type: none"> The clinical teaching assistant shall meet the minimum requirements for Section 1425(f). 	Initial Faculty Approval form (EDP-P-02R) and, if applicable, Faculty Reclassification/Resignation form (EDP-P-04). Note: Use this new form for all new approvals and reclassifications.
III. FACULTY RESPONSIBILITIES		Including, but not limited to:
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	<ul style="list-style-type: none"> There shall be a record showing all activities and responsibilities of each faculty member. The Board considers each faculty member responsible for the consistent implementation of the program philosophy, objectives, policies and curriculum. The Board considers part time faculty share the same responsibility as full time faculty. 	A. Schedule of faculty/student rotations. B. Faculty job description C. Program's full-time/part-time policy. D. Students report consistent implementation of philosophy and framework across the curriculum.
SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	<ul style="list-style-type: none"> Registered nurse faculty members are responsible exclusively for clinical supervision of students in the registered nursing program. List names of any faculty with a dual appointment between the institution and service and how position is funded. 	A. Schedule of faculty/student rotations. B. Clinical agency contracts reflect faculty responsibility for student supervision.

APPROVAL CRITERIA	INDICATORS	EVIDENCE
IV. REQUIRED CURRICULUM; PRIOR APPROVAL		Including, but not limited to:
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the Board.	<ul style="list-style-type: none"> The Board of Registered Nursing shall approve the current curriculum of a nursing program prior to its implementation. <p>Note: EDP-P-07 was combined with EDP-P-06 to create EDP-P-06 Rev in 2001. Use the revised curriculum forms for all, new curriculum changes</p>	<p>A. Program curriculum forms are <u>signed</u> and consistent with Board files.</p> <ol style="list-style-type: none"> Total Curriculum Plan form (EDP-P-05). Course of Instruction form (EDP-P-06R). <p>B. Hours & units implemented are <u>consistent</u> with Program and Board files.</p>
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5.	<ul style="list-style-type: none"> Curriculum shall have a unifying theme that includes the nursing process and is a plan that provides the necessary knowledge and skills for the student to function and meet minimum standards of competence (CCR 1443.5). Narrative and/or a diagram showing how curriculum model includes nursing process and embodies program philosophy. Each faculty implements curriculum according to agreed upon philosophy, objectives and theoretical framework. 	<p>A. Consistency of curriculum will be <u>reflected</u> in:</p> <ol style="list-style-type: none"> Course syllabi, Student and faculty evaluations, and Pattern of attrition across the curriculum. <p>B. Relevance of curriculum to current practice standards (CCR 1443.5) is demonstrated by:</p> <ol style="list-style-type: none"> NCLEX pass rates and trends, Written summary of graduate <u>survey</u> evaluations, and Written summary of employer <u>survey</u> evaluations.
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:	<ul style="list-style-type: none"> The curriculum shall reflect the minimum requirements as stated in Section 1426(c). Curriculum forms signed and dated by Board staff on file match program files. 	<p>A. Total Curriculum Plan for (EDP-P-05).</p> <p>B. Required Curriculum/Content <u>Required</u> for Licensure (EDP-P-06R)</p> <p>C. Approved units and hours <u>consistent</u>:</p>
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice	<ul style="list-style-type: none"> Course syllabi reflect units and hours documented on curriculum forms. 	<ol style="list-style-type: none"> Board forms, College catalog, Course syllabi, Class schedule, Nursing Student Handbook, Verification from students and <u>faculty</u>.

APPROVAL CRITERIA	INDICATORS	EVIDENCE
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.	<ul style="list-style-type: none"> College courses that emphasize interpersonal communication skills, verbal, written, group. Separate communication courses and may also be included in nursing courses, identify where met. 	Note: EDP-P-07 was combined with EDP-P-06 in 2001 to create EDP-P-06R. Use this new forms for all future curriculum changes
(3) Related natural, behavioral, and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	<ul style="list-style-type: none"> A minimum of 16/24 units of sciences required, e.g., anatomy, physiology, microbiology, psychology, sociology, or cultural anthropology. Other science units may be included or be apart of other degree requirements. 	<p>Appropriate Board forms and program sources confirm compliance. *</p> <p>* Use latest version of all Board Forms.</p>
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical/ surgical, maternal/child, mental health, psychiatric nursing, and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.	<ul style="list-style-type: none"> All nursing courses shall have concurrent theory and clinical practice. Clinical practice sufficient to meet course objectives and standards of competent performance (CCR 1443.5) is expected for each of five clinical areas of nursing practice. 	<p>A. Schedule of classes.</p> <p>B. Schedule of clinical rotations.</p> <p>C. Identification of content areas that are integrated (e.g., geriatrics, nutrition, and pharmacology, etc.).</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <ol style="list-style-type: none"> (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of verbal, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and (8) behavior relevant to health-illness. 	<ul style="list-style-type: none"> • The curriculum shall reflect all subsections of Section 1426(e). • Include in Self Study the approved (<u>signed by NEC</u>) curriculum forms: <ol style="list-style-type: none"> 1. Total Curriculum Plan (EDP-P-05 or EDP-P-05A) 2. Required Curriculum/Content Required for Licensure (EDP-P-06 or EDP-P-06 Rev 09/01) 3. Course of Instruction (EDP-P-07 if not using EDP-P-06 Rev) 	<ol style="list-style-type: none"> A. Course syllabi will contain appropriate: <ol style="list-style-type: none"> 1. Course objectives, 2. Curriculum content, and 3. Clinical experiences, including nursing skills and clinical conference. B. Communication skills and related sciences provided by: <ol style="list-style-type: none"> 1. Support courses provided on campus and/or accepted as transfer credit 2. Integration into nursing courses C. Narrative summary evaluating relevance and effectiveness of above content.
<p>SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:</p> <ol style="list-style-type: none"> 1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. 2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. 	<ul style="list-style-type: none"> • Nursing program must utilize semester or quarter units as designated by college policy. • Total hours for theory is based on the number of weeks times one hour/week/unit. • Total hours for clinical is based on the number of weeks times 3 hrs/week/unit. • Indicate if using a compressed calendar. Note: Courses may be compressed as long as total number of hours/unit equals the total for the base number of weeks in the semester or quarter. 	<ol style="list-style-type: none"> A. Hours per unit accurately reflected in: <ol style="list-style-type: none"> 1. Total Curriculum Plan Form (EDP-P-05 or EDP-P-05A) Form 05A will calculate total hours if opened in Excel. 2. College/university catalogue 3. Course outlines/syllabi 4. Student handbook 5. Credit granted

APPROVAL CRITERIA	INDICATORS	EVIDENCE
V. CLINICAL FACILITIES		Including, but not limited to:
<p>Section 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the Board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the Board.</p>	<ul style="list-style-type: none"> List of clinical facilities in BRN and program files will be congruent. (NEC will send program BRN list for updating and reconciliation prior to visit.) Program copies of Clinical Site Approval forms (EDP-P-08) shall be consistent with Board files. Verification that selected clinical sites meet requirements of subdivision (b)(c) below. 	<p>A. The following documents verify compliance:</p> <ol style="list-style-type: none"> Clinical Site Approval form (EDP-P-08),* Curriculum/Faculty form (EDP-P-11) Clinical contracts, Minutes of interagency meetings, and Written evaluation/verification of clinical sites. (May use Verification Form EDP-P-14.) <p>* Use latest version of all Board Forms.</p>
<p>Section 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.</p>	<ul style="list-style-type: none"> Clinical agencies shall be utilized only when they can provide the experiences necessary to meet course objectives. Written objectives shall be posted and available on each unit or area when students are present. 	<p>A. The following demonstrates compliance:</p> <ol style="list-style-type: none"> Consultants are readily able to obtain current written objectives at each site visited. Students report ability to meet clinical objectives and that faculty and RN staff support the students' learning. Written report that summarizes student and faculty evaluations of clinical sites and changes made when indicated.

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p> <ol style="list-style-type: none"> (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provisions for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients. (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program. 	<ul style="list-style-type: none"> • Clinical contracts shall meet the requirements stated in Section 1427(c)(1)-(6). (Include in the Self Study as a sample of contract form(s) used.) • A process that faculty use for discussing the program's philosophy, curricular framework and specific course objectives with clinical agencies. (Include in Self Study.) • A statement of adequate staffing must be included in the contract with the clinical agency. • Job responsibilities of the faculty should be delineated in the agency contracts. • How orientation of faculty occurs and who is responsible to orient students. 	<p>A. All clinical agencies used by program will have a signed, current contract that includes all the requirements of 1427(c)(1) – (6).</p> <p>B. Written summary of interagency meetings including resolution of any problems.</p> <p>C. Written plan for the following if not detailed in contract:</p> <ol style="list-style-type: none"> 1. Communication between agency and college or university. 2. Orientation of faculty and students. 3. Preceptor Program if applicable. 4. Work-Study Program if applicable.

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>VI. STUDENT PARTICIPATION</p> <p>Section 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(1) Philosophy and objectives;</p> <p>(2) Clinical facilities;</p> <p>(3) Learning experiences; and</p> <p>(4) Curriculum, instruction and evaluation of the various aspects of the program.</p>	<ul style="list-style-type: none"> • There is active student participation formally or informally with the faculty in the identification of policies and procedures relating to the students in the nursing program. • Avenues for student input listed in Self Study, such as: <ol style="list-style-type: none"> 1. Committee membership(s) and whether students have voting privileges, 2. Student representatives by name and level, 3. Method used to collect written student course evaluations, and 4. Utilization of student nurses organization if applicable. 5. Any other avenues open to students to have input into program activities. 	<p>Including, but not limited to:</p> <p>A. Written report tracking student issues and complaints and program responses. (Identify location of verifying documentation.)</p> <p>B. Verification from students and faculty concerning student participation.</p> <p>C. Faculty analysis of student evaluations of courses, faculty, clinical sites and program, including changes made as appropriate.</p> <p>D. Job description for student representatives, how selected and process for student to student communication.</p>
<p>SECTION 1428(b) The program shall have a procedure for resolving student grievances.</p>	<ul style="list-style-type: none"> • The written procedure for resolution of student grievance should be consistent with the educational institution. • Identify location of written grievance policy in Self Study. 	<p>A. Written nursing program grievance process printed in at least one official document.</p> <p>B. Grievance process is readily available to students, is objective and is universally applied.</p>
<p>SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.</p>	<ul style="list-style-type: none"> • There is a formal plan for evaluation of students' achievements that is based upon clinical objectives that are measurable and related to course outcome objectives. • The student evaluation plan is consistently implemented across the curriculum. 	<p>A. Clinical evaluation tools related to clinical/course objectives that are stated in measurable terms.</p> <p>B. Documentation of student conferences.</p> <p>C. Students report consistent implementation of evaluation plan based on clearly stated objectives.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
VII. LICENSED VOCATIONAL NURSES		Including, but not limited to:
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the Board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	Note: This section refers to the California Licensed Vocational Nurse applying for licensure in California as a Registered Nurse through the 30 unit/45 unit Option. The process for program applicants who are applying for advanced placement due to prior education and experience should be addressed under Transfer and Challenge Section 2786.6.	Transcripts will reflect eligibility to sit for the licensure examination in California.
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	<ul style="list-style-type: none"> • Counseling is provided to all LVN applicants to the program and shall include the following: <ol style="list-style-type: none"> 1. Minimum requirements for licensure shall be explained objectively to each applicant. 2. Previous courses shall be analyzed on an individual basis. 3. No recency requirements shall be applied to prerequisite courses for this option. • There is at least one officially published document describing this option. 	<p>A. The official school document that indicates all options available to LVNs interested in RN licensure and that each applicant will be individually evaluated.</p> <p>B. Program Director, college/university counselors and students verify option is made available and that counseling is offered.</p> <p>C. Written narrative of program's experience with 30 (45) unit Option students including:</p> <ol style="list-style-type: none"> 1. Number of graduates, 2. Evaluation of attrition rates, and 3. NCLEX pass rates.

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.</p>	<ul style="list-style-type: none"> Curriculum requirements for 30/45 unit Option included in Self Study is consistent with Board approved curriculum requirements for this option. (EDP-P-06 or EDP-P-06 Rev. The revision of 2001 is the preferred form.) The program will specify no more that 30 semester or 45 quarter units for completion of minimum requirements for a California LVN to be eligible for the NCLEX-RN. Course work will be beyond the licensed vocational nursing level. 	<p>A. Transcripts shall reflect designated courses required by Section 1429(c). B. Course syllabi for this option reflect the minimum units/hours as listed on approved curriculum form. C. Implementation of this option verified by students and faculty.</p>
<p>Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing, and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.</p>	<p>Note: Students who complete this option will take NCLEX-RN as a non-graduate. This status will not change even if student goes on to obtain a degree. There is no restriction to practice within California. The student may have difficulty in transferring to another state or territory. The student may also have difficulty applying to a college/university for an advanced degree.</p>	

APPROVAL CRITERIA	INDICATORS	EVIDENCE
VIII. TRANSFER AND CHALLENGE		Including, but not limited to:
SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:	<ul style="list-style-type: none"> Process for providing advanced placement for students will be described in Self Study and includes: <ol style="list-style-type: none"> Challenge examination for theory and clinical practice, if required, Type and percent of students entered into advanced placement, and How eligibility for advanced placement is determined. 	Faculty evaluation of advanced placement students includes their success in the program, any special problems or issues and any changes made in the program as a result of students' input.
(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	<ul style="list-style-type: none"> Program process to grant credit for previous education for all nursing courses and other acquired knowledge. Policy for challenge and transfer is written and is available to students. 	A. Written policy for challenge and transfer. B. The challenge/transfer policy is known to students. C. Students eligible for advanced placement were offered the opportunity to challenge and/or transfer previous education for credit
(b) Is operated by a community college and discriminates against an applicant for admission to that school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	Note: The Board will accept the college or university's evaluation on granting credit as reflected in the applicants transcript.	A. All admission policies are readily available to applicants and the policies are universally applied.

BOARD OF REGISTERED NURSING

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Ruth Ann Terry, MPH, RN, Executive Officer



PREPARING THE SELF-STUDY REPORT FOR APPROVAL OF INITIAL PRELICENSURE NURSING PROGRAM

This form contains instructions for preparation of the Self-Study Report for Approval of initial prelicensure nursing program. This Self-Study Report serves as the cornerstone of the approval visit. The following items are to be included in the Self-Study Report:

- 1) NURSING PROGRAM APPROVAL APPLICATION AND COVER DATA SHEET (EDP-P-09);
 - 2) TOTAL CURRICULUM PLAN (EDP-P-05);
 - 3) REQUIRED CURRICULUM: CONTENT REQUIRED FOR LICENSURE (EDP-P-06);
 - 4) FACULTY LIST (EDP-P-16);
 - 5) Response to Compliance with BRN Rules & Regulations
 - 6) NURSING CURRICULUM AND CLINICAL FACILITIES (EDP-P-11)
 - 7) Conclusion
- Item 1 serves as a coversheet and, as such, should be the first thing in the Self-Study Report.
 - Items 2 and 3 pertain to the proposed curriculum plan and may be interspersed throughout the report as deemed appropriate.
 - Item 5, the narrative, is to be succinct and presented in a format that:
 - 1) is paginated, indexed for easy reference, and bound in a loose leaf binder; and
 - 2) is prepared with regulation cited, followed by narrative explanation.
 - 3) The entire self-study should be no more than 200 pages.
 - 4) is not formatted in columns.

The narrative section referring to compliance with BRN Rules & Regulations should:

- state the criteria (regulation);
- describe how the criteria are being met with appendices and/or charts where appropriate;
- demonstrate the inter-relationship of B&P Section 2725 (scope of practice) and CCR Section 1426 (Required Curriculum) to the curriculum content; and
- demonstrate the inter-relationship of the
 - Philosophy,
 - Terminal objectives (program objectives, outcomes),
 - Conceptual framework or statement of unifying theme and theory of learning,
 - Level objectives,
 - Course description,
 - Course objectives - theory and clinical, and
 - Content.

CRITERIA AND GUIDELINES FOR SELF-STUDY (EDP-R-03) serves as a guide in writing this portion of the narrative.

The narrative section referring to **CONCLUSION** should be a statement of:

- 1) the areas of strength;
- 2) the areas that need improvement in the program;
- 3) plans to address the areas needing improvement; and
- 4) plans for the program in the next 8 years.

This section should be no more than 20 pages.

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.13

DATE: April 18, 2008

ACTION REQUESTED: Information Only: 2006-2007 Regional Annual School Reports

REQUESTED BY: Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson
Education/Licensing Committee

BACKGROUND:

The Regional Annual School Reports present the historical analyses of nursing program data from the 2000-2001 BRN Annual School Survey through the 2006-2007 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, and simulation centers.

The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses.

The San Francisco Bay Area Report (Region 4) is attached as a sample. Reports will be available to the public on the BRN website (<http://www.rn.ca.gov/>).

NEXT STEPS: Make available to public.

FINANCIAL IMPLICATIONS, IF ANY: None

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California Board of Registered Nursing

2006-2007 Annual School Report

Data Summary and Historical Trend Analysis
A Presentation of
Pre-Licensure Nursing Education Programs in California

Bay Area

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INTRODUCTION

Each year, the California Board of Registered Nursing (BRN) requires all pre-licensure registered nursing programs in California to complete a survey detailing statistics of their programs, students and faculty. The survey collects data from August 1 through July 31. Information gathered from these surveys is compiled into a database and used to analyze trends in nursing education.

The BRN commissioned the University of California, San Francisco (UCSF) to conduct a historical analysis of data collected from the 2000-2001 survey through the 2006-2007 survey. In this report, we present seven years of historical data from the BRN Annual School Survey. Data analyses were conducted statewide and for nine economic regions¹ in California, with a separate report for each. All reports are available on the BRN website (<http://www.rn.ca.gov/>).

This report presents data from the 10-county Bay Area. Counties in the region include Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma. All data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs. Additional data from the past seven years of the BRN Annual School Survey are available in an interactive database on the BRN website.

DATA SUMMARY AND HISTORICAL TREND ANALYSES

This analysis presents pre-licensure program data from the 2006-2007 BRN Annual School Survey in comparison with data from previous years of the survey. Data items addressed include the number of nursing programs, enrollments, completions, retention rates and student and faculty census data.

Trends in Pre-Licensure Nursing Programs

Number of Nursing Programs

There are 29 nursing programs in the Bay Area that lead to RN licensure. Of these programs, 17 are ADN programs, 7 are BSN programs, and 5 are ELM programs. The majority (75.9%) of pre-licensure nursing programs in the Bay Area are public.

¹ The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura counties), (9) Southern California II (Orange, Riverside, and San Bernardino counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding regional report. The Central Sierra (Region 6) does not have any nursing education programs and was, therefore, not included in the analyses.

Number of Nursing Programs

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total # Nursing Programs	27	27	27	27	28	28	29
AD Programs	16	16	16	16	16	16	17
BSN Programs	7	7	7	7	7	7	7
ELM Programs	4	4	4	4	5	5	5
Public Programs	21	21	21	21	22	22	22
Private Programs	6	6	6	6	6	6	7

Admission Spaces and New Student Enrollments

Admission spaces available for new student enrollments increased by 37.8% (n=636), from 1,683 spaces in 2000-2001 to 2,319 in 2006-2007. These spaces were filled with a total of 2,521 students, increasing new student enrollment by 75.6% (n=1,085) from 2000-2001.

Availability and Utilization of Admission Spaces

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Spaces Available	1,683	1,659	1,806	1,869	2,060	2,193	2,319
New Student Enrollments	1,436	1,524	1,776	1,894	2,091	2,250	2,521
% Spaces Filled	85.3%	91.9%	98.3%	101.3%	101.5%	102.6%	108.7%

Despite the increase in available admission spaces, nursing programs receive more applications requesting entrance into their programs than can be accommodated. In 2006-2007, 68.8% (n=5,549) of qualified applications to Bay Area nursing education programs were not accepted for admission.

Applications Accepted and Not Accepted for Admission

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Qualified Applications	2,681	2,578	4,015	4,567	5,445	6,623	8,070
Accepted	1,436	1,524	1,776	1,894	2,091	2,250	2,521
Not Accepted	1,245	1,054	2,239	2,673	3,354	4,373	5,549
% Qualified Applications Not Accepted	46.4%	40.9%	55.8%	58.5%	61.6%	66.0%	68.8%

*Since these data represent applications rather than individuals, the increase in qualified applications may not represent an equal growth in the number of individuals applying to nursing school.

Although enrollments in all types of pre-licensure nursing education programs have increased since 2000-2001, the majority of nursing students in the Bay Area continue to be educated in public ADN programs.

New Student Enrollment by Program Type

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
New Student Enrollment	1,436	1,524	1,776	1,894	2,091	2,250	2,521
ADN	745	781	882	961	1,039	1,113	1,332
BSN	531	556	686	672	777	846	872
ELM	160	187	208	261	275	291	317
Private	314	347	428	560	592	664	764
Public	1,122	1,177	1,348	1,334	1,499	1,586	1,757

Student Completions

The number of students who completed a nursing program in the Bay Area increased by 57.5% (n=653), from 1,135 in 2000-2001 to 1,788 in 2006-2007. In 2006-2007, the percentage of student completions by program type was 48.3% ADN, 38.9% BSN and 12.8% ELM.

Student Completions

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Student Completions	1,135	1,238	1,305	1,423	1,595	1,752	1,788
AD	642	659	703	787	821	903	863
BSN	391	453	443	474	569	639	697
ELM	102	126	159	162	205	210	228

Retention Rate

Of the 1,965 students scheduled to complete a nursing program in the 2006-2007 academic year, 81.0% (n=1,591) completed the program on-time, 6.9% (n=137) are still enrolled in the program, and 12.1% (n=237) dropped out or were disqualified from the program. The retention rate increased from 71.7% (n=1,504) in 2000-2001 to 81.0% (n=1,591) in 2006-2007.

Student Cohort Completion and Retention Data

	Academic Year						
	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
Enrollment	2,098	1,690	2,025	1,824	2,023	1,781	1,965
Completed On Time	1,504	1,205	1,599	1,455	1,496	1,427	1,591
Still Enrolled	273	259	146	132	120	101	137
Attrition	321	226	280	237	407	253	237
Retention Rate*	71.7%	71.3%	79.0%	79.8%	73.9%	80.1%	81.0%
Attrition Rate	15.3%	13.4%	13.8%	13.0%	20.1%	14.2%	12.1%
% Still Enrolled	13.0%	15.3%	7.2%	7.2%	6.0%	5.7%	7.0%

*Retention rate = (students who completed the program on-time) / (enrollment)

There has been fluctuation in the retention and attrition rates over the six-year period documented in the above table. There were changes to the survey between 2003-2004 and 2004-2005, and between 2004-2005 and 2005-2006 that may have affected the comparability of these data over time.

Student Census Data

The total number of students enrolled in Bay Area nursing programs increased by 46.5% (n=1,491), from 3,209 on October 15, 2001, to 4,700 on October 15, 2007.

The reported number of pre-nursing students declined from 4,285 in 2005 to 3,334 in 2006. This decrease may be due to fewer programs reporting data than to an actual decrease in the number of pre-nursing students.

Student Census Data

Program	Academic Year						
	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
ADN	1,359	1,376	1,660	1,661	1,885	1,621	1,935
BSN	1,660	1,523	1,927	1,971	2,251	2,431	2,179
ELM	190	148	338	487	472	422	586
Total Nursing Students	3,209	3,047	3,925	4,119	4,608	4,474	4,700
Pre-Nursing Students					4,285	3,334	5,267

*Blank cells indicated that the applicable information was not requested in the given year.

Clinical Simulation in Nursing Education

Data show that 72.0% (n=18) of nursing schools in the Bay Area used a clinical simulation center²

² Clinical Simulation Center/Experience - students have a simulated real-time nursing care experience using hi-fidelity mannequins and clinical scenarios, which allows them to integrate, apply, and refine specific skills and abilities that are based on theoretical concepts and scientific knowledge. The experience includes videotaping, de-briefing and dialogue as part of the learning process.

or enhanced skills lab³ between 8/1/06 and 7/31/07. The majority of schools that use clinical simulation centers or enhanced skills labs reported that they use these facilities to check clinical competencies and to provide clinical experience not available in a clinical setting.

Use a Clinical Simulation Center or Enhanced Skills Lab, 2006-2007*	# schools
To check clinical competencies	14
To provide clinical experience not available in a clinical setting	2
To make up for clinical experiences	13
To increase capacity in your nursing program	8

*These data were collected for the first time in 2006-2007. Therefore, data from previous years of the survey are not available.

Faculty Census Data

The total number of nursing faculty in the Bay Area increased by 19.6% (n=128) over the last year. On October 15, 2007, there were 780 total nursing faculty. Of these faculty, 41.2% (n=321) were full-time and 58.7% (n=458) were part-time.

Although there was an increase in the total number of nursing faculty in 2007, that increase has not kept pace with the need for faculty. On October 15, 2007, there were 39 vacant faculty positions in the Bay Area. These vacancies represent a 4.8% faculty vacancy rate, the lowest vacancy rate in the region in three years.

Faculty Data

	Academic Year						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005 ²	2005-2006	2006-2007*
Total Faculty	475	506	533	579	623	652	780
Full-time	240	252	260	240	190	237	321
Part-time	235	254	273	339	201	415	458
Vacancy Rate**		3.6%	5.8%	3.5%	5.5%	10.7%	4.8%
Vacancies		19	33	21	36	78	39

*In 2004-2005 and 2005-2006, the sum of full- and part-time faculty did not equal the total faculty reported.

**Vacancy rate = number of vacancies/(total faculty + number of vacancies)

2 - Faculty vacancies were estimated based on the vacant FTEs reported.

Summary

Like other regions in California, the Bay Area has seen the number of qualified applications to its nursing programs increase dramatically over the past several years. Qualified applications to its 29 pre-licensure nursing education programs⁴ more than tripled from 2,681 in 2000-2001 to 8,070

³ Enhanced Skills Lab - a learning environment that uses hi-fidelity mannequins but is not a fully integrated Clinical Simulation Center.

⁴ From 2000-2001 to 2003-2004, there were 27 pre-licensure nursing education programs in the Bay Area. The total number of programs grew to 29 in 2006-2007.

in 2006-2007, while the number of admission spaces available only increased by 37.8% (n=636) in the same time period. Although there were more applications received than admission spaces available, there was a 75.6% (n=1,085) increase in the number of newly enrolled nursing students over this seven-year period.

Nursing program expansions have led to a growing number of RN graduates in the region. Between 2000-2001 and 2006-2007, graduations increased 57.5% (n=653) in the Bay Area. Graduations will continue to rise as larger cohorts of students complete RN programs. Nursing program retention rates have also increased over the seven-year period, ranging from 71.7% in 2000-2001 to 81.0% in 2006-2007.

Expansion in RN education has required nursing programs to hire more faculty. As a result, Bay Area RN programs reported that they had 39 faculty vacancies in 2006-2007, representing 4.8 percent of faculty positions. Without more faculty, RN programs will not be able to continue their expansion.

APPENDIX A – Bay Area Nursing Education Programs

ADN Programs

Cabrillo College
Chabot College
City College of San Francisco
College of Marin
College of San Mateo
Contra Costa College
De Anza College
Evergreen Valley College
Gavilan College
Los Medanos College
Merritt College
Napa Valley College
Ohlone College
Pacific Union College - Angwin Campus
Santa Rosa Junior College
Solano Community College
Unitek College

BSN Programs

CSU East Bay - Hayward
Dominican University of California
Samuel Merritt College
San Francisco State University
San Jose State University
Sonoma State University
University of San Francisco

ELM Programs

Samuel Merritt College
San Francisco State University
Sonoma State University
University of California San Francisco
University of San Francisco

APPENDIX B – BRN Education Advisory Committee Members

BRN Education Advisory Committee Members

Members

Sherry Fox, Chair
Sue Albert
Jim Comins
Margaret Craig
Allison Jones
Deloras Jones
Diane Welch
Barbara Whitney

Organization

California State University, Chico
College of the Canyons
California Community College Chancellor's Office
Napa Valley College
California State University Chancellor's Office
California Institute of Nursing and Health Care
Retired ADN Program Director
California Community College Chancellor's Office

Ex-Officio Members

Ruth Ann Terry
Louise Bailey

California Board of Registered Nursing
California Board of Registered Nursing

Project Manager

Carol Mackay

California Board of Registered Nursing

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 10.14

DATE: April 18, 2008

ACTION REQUESTED: Information only – NCLEX Pass Rate Update

REQUESTED BY: Katie Daugherty, MN, RN
Nursing Education Consultant

BACKGROUND: The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

****Specific Information on this report will be presented at the meeting.**

**NCLEX RESULTS – FIRST TIME CANDIDATES
January 1, 2008 – March 31, 2008**

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California		
United States and Territories		

**CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES
By Quarters and Year – January 1, 2007 – March 31, 2008**

<i>04/01/07 – 06/30/07</i>		<i>07/01/0 – 09/30/07</i>		<i>10/01/07 – 12/31/07</i>		<i>01/01/07 – 12/31/07</i>		<i>01/01/08 – 03/31/08</i>	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
1,638	87.36	3,588	84.06	682	75.37	8,647	85.88		

*Includes (), (), () & () “re-entry” candidates

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year, if there is substandard performance (below 70% pass rate for first time candidates), the NEC requests that the program director submit a report outlining the program's action plan to address this substandard performance. Should this substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

NEXT STEPS: Continue to monitor results

FINANCIAL IMPLICATIONS, IF ANY: None

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